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ABSTRACT

The Focus on Networking project was undertaken to identify significant Adult Education Act Section 353 demonstration projects produced by Pennsylvania project directors and adult basic and literacy education (ABLE) practitioners nationwide and to publish a newsletter to disseminate information about those projects. A panel of 6 literacy experts reviewed 72 special projects funded by the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education in fiscal years 1994 and 1995. Also reviewed were 82 out-of-state projects that were selected from among 120 projects recommended by 26 different states. The programs were rated on a 5-point scale in four categories: innovation, effectiveness, adaptability, and final report. The 23 projects rated as exemplary and the 28 that received an honorable mention were featured in 6 issues of a newsletter titled "Focus" that was distributed to Pennsylvania's ABLE programs and others interested in ABLE, including all librarians and legislators in Pennsylvania. The six issues of "Focus" highlighted programs in the following areas: technology; family literacy; English as a second language; curriculum; special populations; and staff development. (All six newsletters are included.) (MN)

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FOCUS on NETWORKING

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FY 1995-1996

#99-6003 $20,925

Sherry Royce, Project Director

FOCUS ON NETWORKING is an ABLE Staff Development Project supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor the Pennsylvania Department of Education and no official endorsement should be inferred.

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ABSTRACT

Title: **FOCUS ON NETWORKING**

Project No: 99-6003 **Funding:** $20,925

Project Director: Dr. Sherry Royce **Telephone:** (717) 569-1993

Contact Person: Dr. Sherry Royce **Telephone:** (717) 569-1993

Agency: Royce & Royce, Inc. 1938 Crooked Oak Drive, Lancaster, PA 7601

PURPOSE:

FOCUS ON NETWORKING is a staff development project designed to provide a publication for the effective and statewide dissemination of significant current or previous Section 353 special demonstration projects produced by Pennsylvania project directors and ABLE practitioners throughout the nation.

PROCEDURES:

Focus features projects selected by a panel of six literacy experts who reviewed 72 Special Projects funded by Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE) in FY 1994 and 1995 and out-of-state projects recommended by state departments of ABE/ACE and ABE clearinghouses throughout the nation. It includes projects in the areas of technology, family literacy, ESL, curriculum development, special populations, and staff development.

SUMMARY OF FINDINGS:

From some 120 projects recommended by 26 different states, 82 were reviewed along and with Pennsylvania's 1994 and 1995 special projects. The 23 projects rated as exemplary and the 28 that received an Honorable Mention were featured in ***Focus*** Bulletins published between December 1995 and May 1996. The final report includes the newsletters and an annotated listing of this year's outstanding projects.

COMMENTS:

FOCUS on Networking was selected to present at the COABE '96 national conference held in Pittsburgh in May 1996. In its yearly reader survey, ***Focus*** received a total of 13.83 out of a possible 15 points, or a 92% favorable rating, the highest in its 10 year history.

PRODUCTS:

Between December 1995 and May 1996, six issues of ***Focus*** were produced and distributed to Pennsylvania's ABLE programs; to the ABLE state task force, the 353 review committee and 353 project directors, to all librarians and legislators in the Commonwealth and ABE state directors, clearinghouses and out-of-state programs whose projects were featured in this year's ***Focus***.

DESCRIPTORS:

FINAL REPORT

FOCUS ON NETWORKING

A 353 Special Project FY 1995-96

Funded by PDE: $20,925 #99-6003

PROJECT SUMMARY

Focus acts as a homebound staff development vehicle for Pennsylvania's adult literacy and basic education (ABLE) administrators, staff and volunteers. It features exemplary special projects produced by Pennsylvania's adult educators As such, it provides ABLE administrators and regional staff development centers with information about outstanding practices that can be replicated to meet the needs of their program or regional area. This year, as a new service, *Focus* reviewed and featured ABLE projects and products from states across the nation.

Goals and Objectives

The primary goal of this project was to prepare and publish a newsletter whose purpose was the effective and statewide dissemination of significant current or previous 353 special demonstration projects. A secondary goal was to collect information about other state's significant special projects in order to acquire, review and feature them in *Focus* bulletins along with outstanding projects funded by Pennsylvania's Bureau of ABLE. Lastly, *Focus* continued its networking aspect by providing Pennsyvania's special project directors with feedback as to the innovativeness, effectiveness, adaptability and quality of final report of their special projects as rated by the *Focus* panel. Objectives for *Focus* 1995-96 were as follows.

1. Identify, classify, and distribute special projects to the ***Focus*** panel.
2. Review and select exemplary projects having statewide significance.
3. Publish six ***Focus*** Bulletins.
4. Provide feedback to 353 project directors via revised worksheets.
5. Obtain information about other states exemplary projects via electronic bulletin boards.
6. Provide information about PA's outstanding projects via electronic bulletin boards.
7. Evaluate ***Focus*** via reader surveys and Clearinghouse/bulletin board impact data.

Successful Outcomes and Unanticipated Results

Project results were even better than anticipated. ***Objectives 1-3*** were easily accomplished as stated. The new format for *Focus* designed by Tana Reiff was attractive, well-received and very easy for the editor to work within while maintaining control over the content and structure of each issue. The advantage of having a desktop publishing professional proof and "tweak" the finished copy is evident in the dearth of "typos" this year and no doubt contributed to the 92% satisfaction rating expressed by readers. (See Appendix A for a sample copy).

Objective 4, feedback to project directors, was accomplished more easily than in the past due to a restructuring of the *Focus* Evaluation Worksheet (see Appendix B) and the fact that *Focus* panel reviewers typed their comments. One reviewer even provided comments on disk making the job of transfer much easier for the project coordinator.

Objective 5, obtaining information about other states' exemplary projects via electronic bulletin boards, was accomplised by more traditional means than by online services; namely, letters and phone calls. The response from the field was truly impressive. In all, some 120 special projects were recommended by 26 different states, of which 82 were reviewed along with Pennsylvania's 1994 and 1995 special projects. The 23 out-of-state projects that were rated as exemplary and the 28 that received an Honorable Mention were featured in six *Focus* Bulletins published between December 1995 and May 1996. These bulletins addressed technology, family literacy, ESL, curriculum development, special populations and staff development. See Appendix C for a complete listing of projects featured in *Focus*, including project directors, organization and state.

Objective 6, the posting of *Focus* to electronic bulletin boards, was undertaken by Tana Reiff in conjunction with *What's the Buzz* and other publications from Pennsylvania.

Objective 7, evaluation of *Focus* via reader surveys and Clearinghouse/bulletin board impact data, will be discussed throroughly under evaluation. It should be mentioned here that while it proved impossible to get a count on the online "hits" for *Focus* (number of people accessing the bulletins), this was offset by the information on the numerous requests for projects featured in *Focus* provided by out-of-state project directors.

The Focus Panel

. The following *Focus* panel members were selected to represent diverse areas of adult education expertise, including program administration and staff development; management and training; ESL, ABE, and GED instruction; family literacy, and work with special populations including the learning disabled, seniors, and institutionalized adults:

Rose Brandt, Executive Director Mayor's Commission On Literacy

Jane Ditmars, Former Staff Development Coordinator And Consultant

Carol Goertzel, Executive Director of WAWA, Inc.

Joan Leopold, AE Director Harrisburg State Hospital

Carol Molek, Director TIU 11 Adult Education and Job Training Center

Jeffrey Woodyard, Executive Director Tri-County Oic, Inc.

Sherry Royce, ***Focus*** Project Director, *ex officio*

Two panel members serve as staff members of regional staff development centers while another is a former regional staff development center coordinator. Jeff Woodyard joined the panel this year replacing Chris Kemp and bringing expertise in occupational and workplace literacy.

Rating the Projects

Criteria for the *Focus* review were adapted from those established by the USOE's Clearinghouse ADELL. The four major selection indicators for determining outstanding projects are:

Innovation: Addresses major priorities, Creative use of resources;

Effectiveness: Objectives and outcomes are clearly stated; Materials are linked to results; Content is appropriate for the target audience;

Adaptability: Reports and/or curricula are clearly written; Little staff training is needed;

Final Report: Complete description of all products, Well organized ; attractive adult format.

On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3) Projects with less than a good rating in any category cannot be rated as outstanding. They may, however, receive an Honorable Mention if they excel in any one category. Working at home with revised evaluation worksheets that reflect these criteria (See Appendix B), members of the *FOCUS* panel rated and ranked the 353 projects produced by Pennsylvania and out-of-state adult educators.

The Focus Rating Session

The *Focus* panel rating session took place on November 8, 1995 in the PDE building in Harrisburg. During the morning session, matched teams that had read the same projects discussed and agreed upon their selections for outstanding projects in their categories (i.e. Family Literacy, ESL, Special Populations). During the afternoon group discussion, each team presented their selections to the entire panel and state staff from the Bureau of ABLE.

Content of Focus Bulletins

Of the 23 projects receiving an outstanding rating, 11 were from Pennsylvania and three were from Ohio, New York and New Mexico claimed two apiece, and the remainder were from California, Massachusetts, Tennessee, Texas and West Virginia. Of the 28 projects that received an Honorable Mention, six were from Pennsylvania, four from Florida, three apiece from Illinois and Washington and the remainder from Kentucky, Maryland., Massachusetts, New Mexico, Ohio, South Carolina, Tennessee and Wisconsin. Projects were featured in the newly-formatted *Focus* Bulletins. The six issues published between December 1995 and May 1996 addressed technology, curriculum, family literacy, ESL, special populations and staff development.

Dissemination of Focus Bulletins

The six ***Focus*** bulletins featuring these projects were distributed to over 2000 adult literacy and basic education practitioners in the Commonwealth including all ABE/ESL/ GED and Act 143 Literacy programs as well as the ABLE state task force; the 353 review committee and 353 project directors, all librarians and legislators in the Commonwealth. They were also sent to all state departments of education, state, regional and national adult education clearinghouses and out-of-state project directors whose projects were featured in this year's *Focus*.

In addition, a presentation of the *Focus* project was made at the COABE '96 conference in Pittsburgh by Joan Leopold, Carol Goertzel, Carol Molek and Sherry Royce of Pennsylvania along with Denise Schultheis, the state of Ohio's 353 coordinator. In addition to the panel, program directors from Pennsylvania and other states attended the session as resource specialists. The presentation included a discussion of the *Focus* process and featured projects in the areas of technology, family literacy, special populations and staff development.

Project Evaluation - The Reader Survey:

The May *Focus* Bulletin contained a Reader Survey (See Appendix D). The survey netted about a 4% return with 75% of those responding coming from Pennsylvania and 25% from the states of California, Florida, Georgia, Illinois, Indiana, Maine, Nebraska, New York, Ohio, South Carolina and Texas. Readers showed a wide diversity in their positions and responsibilities. Seventy-seven percent of respondents stated they were administrators or project directors; 13% were instructors; 4% were counselors; 11% considered themselves trainers and 30% listed staff or curriculum development duties among their responsibilities. The 35% over 100% in this category is reflective of the multiple duties often assumed by adult educators.

Twenty-one percent of the respondents came from Local Educational Agencies and 34% from Literacy Councils or community based organizations. The remainder listed colleges and universities (15%), business, industry and private sector sites (5%) and state education departments or state resource centers (25%). Forty-two percent of respondents identified ABE/GED funds as their major source of revenue; 26% cited Pennsylvania's Act 143 funds; 30% received JTPA or welfare money, 4% had funding from the private sector and 26% cited other sources of state funding.

Reader Interests

Readers were asked to rate the six *Focus* issues as to the topics that were most interesting and useful to them. Although staff development was a significant winner, with special populations coming in second, there was less than .32 separating the other areas of interest. Clearly, it was difficult for readers to choose as witnessed by the comments: *"All the issues has merit"* and *"Each issue served different needs. One was no less useful than another."*

Focus Effectiveness Rating

A four point rating scale was used to evaluate the *Focus* Bulletins with 0 as the lowest possible rating and three as the highest. A comparison of the *Focus* 1995-96 ratings with previous *Focus* evaluations shows consistency over time. Out of a possible 15 points in five areas, *Focus* 1995-96 received an average score of 13.8 or a 92% percent favorable rating, the highest received to date.

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TABLE I: FOCUS RATINGS

CHARACTERISTICS	1996	1994	1992	1990	1988	1986	1984
Understandable	2.8	2.6	2.7	2.7	2.7	2.7	2.8
Organized	2.8	2.7	2.6	2.7	2.7	2.6	2.8
Informative	2.9	2.7	2.8	2.9	2.7	2.7	2.8
Interesting	2.7	2.7	2.6	2.7	2.6	2.6	2.6
Useful	2.6	2.5	2.6	2.7	2.6	2.5	2.3
TOTAL	**2.76**	**2.64**	**2.66**	**2.74**	**2.66**	**2.62**	**2.66**

In publications, as in any product, the real test of effectiveness is: Does it meet the function for which it was intended? In *Focus*' case, this is verified by the demand for projects featured in the bulletins. Survey respondents indicated that they had requested 226 special projects: 84 from AdvancE and 142 directly from local project directors.

Clearinghouse Records

A readout of current records received from AdvancE lists 81 special projects featured in *Focus* were borrowed from AdvancE between March 1996 and May 1996. As impact data this listing is useless due to the great number of limitations in regards to tracking requests for projects featured in *Focus*. These limitations were noted by Cheryl Harmon in her letter of May 29th.

"*Please note the following limitations to using this report:*

- the report is created from records maintained on disk from March 1996 to May 1996. In most cases, returned loans are eliminated periodically. (almost all November to January records were eliminated due to returns).
- subtotals for featured titles which were loaned are listed for tally. The number of requests for documents was much greater than the number of loans because of a) limited copies to loan and b) limited service to out-of-state.
- there are variances in the actual names of documents (e.g. *Curriculum for Learners and Idea Book are the same project).*"

The Western Adult Literacy Center which has been logging projects throughout the fiscal year received 227 requests for projects featured in Focus and 79 requests for *Focus* itself.

Survey Of Project Providers - Comments

As an additional means of measuring dissemination results, a questionnaire (See Appendix D) was sent to the 35 agencies whose special projects were featured in this year's *Focus*. The 16 responders (46% return rate) stated that they had received 101 requests for additional information about their projects and noted that their staff had followed up on 79 projects from other states. They are sent in recommendations for six projects they would like *Focus* to review in FY 1996-97.

Comments from project providers revealed some direct benefits as a result of exposure in *Focus*:

> *Being featured in Focus, provided an opportunity to share information. There was a local newspaper article on our project. Florida*
>
> *We expect more responses; our project was just recently featured in your bulletin. The exposure has resulted in one definite and one potential outcome. We have been contacted by the US Dept of Health and Human Services, Administrator for Children and Families. We have a meeting scheduled with him that may in result in continuation of funding to pursue the next phase of our program. Maryland*
>
> *The State Education Department was quite pleased with the newsletter. We actually received two - since we developed the homeless education series also. We'll be using your exemplary designation in our marketing efforts. We're actually going to send a health promotion series to the State Adult Education directors. New York*
>
> *The Focus feature added to the credibility of the manual and program. New York*
>
> *Not only do deaf-related agencies know about our programs for the Deaf but we also now know about them. Ohio*
>
> *Much time and effort was put into this project. Listening to all the positive comments feels good and being able to reproduce the product and send it all over the US has made the time it took to complete this project all worth while. Ohio*
>
> *Usually I refer the requests to AdvancE but often programs wanted to purchase them without previewing them. It's tremendously flattering to us although we don't receive any recognition or benefit whatsoever. Pennsylvania*
>
> *There were several requests for the project as well as requests for technical assistance. Pennsylvania*
>
> *We developed a system to refer people to AdvancE but we provided phone assistance re project and have offered our services to assist in setting up programs. We would need*

consultant travel costs underwritten by agencies wanting our help. Other than the phone inquiries, we're not aware of additional recognition. Our agency is pleased and information about this will be included in the agency's newsletter. Pennsylvania

We have received a number of calls from other states and these calls have resulted in increased sales of the handbook. Pennsylvania

National exposure is always nice for one's products. Illinois

ERIC requested a copy of the manual to decide whether or not to include it on their system. That was exciting! Washington

As noted above, Susan Imel, Director of the ERIC Clearinghouse on Adult, Career and Vocational Education requested contact infromation for all the project directors whose special projects were featured in *Focus*. She then attempted to collect the project reports so that the Clearinghouse could review them for inclusion in ERIC. As she stated: *We find Focus very useful - especially now that it includes other state's projects. As you know, we (ERIC) have always had a great working relationship with PA and get all their project reports and products for ERIC. We tried to get projects from other states using the info you gave us but were not overly successful.*

Reader Comments

The following comments by *Focus* responders provide a rough idea of the various reasons *Focus* has remained valuable to ABLE practitioners for over ten years and how the information contained in the bulletins is spread to other staff members and programs by *Focus* readers. Pennsylvania readers viewed *Focus* as:

A valuable tool for staff development and program improvement. Thank you for your work!

Time constraints being what they are, I usually try to select an article or two from each issue to read. The current format accomodates this nicely.

From the position of an administrator (arm chair quarterback) Focus is helpful because of the condensing of information. Thank you.

Many good ideas presented that otherwise I would not have know about. Thank you for the good work.

Keep this publication going. It is informative and topical.

I look forward to reading Focus. It is a valuable resource for curricula and staff development materials

I am most appreciative of your efforts and for concisely informing us of the newest special projects available to us for keeping our programs state of the art. Thank you.

Excellent tool to deliver information to the field. Brevity is the key.

Sorry that I don't have time to reread all 6 issues and rank them. Family literacy issue would be most relevant to my work.

***Focus** is readable, succinct and useful. All of my staff have benefitted, and I make sure to suggest ordering interesting projects from AdvancE. It's effective in helping me keep current.*

As an administrator, I tend not to request 353 projects from AdvancE but I bring them to the attention of other staff members.

Review of projects from other states is a welcome addtion to an already fine vehicle.

I'm the only paid staff, therefore I must wear many hats. I have always found Focus to be very useful. I've requested information regarding many 353 projects over the years as a result of the overview and rating I've read in Focus. Thank you.

Questions raised by Pennsylvania practitioners included:

Some of the projects have a purchase price. Could that be included in the write up? If the out-of-state projects are reviewed by people in-state, could those copies be circulated through Advance?

Please provide to me the opportunity to play a role in publishing the next Staff Handbook. Even Start is not just a program but represents the model promoted by the USDOE for family literacy program. I can be reached at 772-2813. Thank you for your terrific publication.

Out-Of-State Comments

Out-of-state respondents included practitioners, adult education resource center specialists, and state staff. There comments as well as those from Pennsylvania readers indicate that *Focus* is not only read by those receiving it but is passed along as a valuable resource to program staff and other programs.

I appreciate the good information I get from Focus. Thanks for sending. California

Please continue to keep me on the mailing list. Great idea to show projects at the national level. Florida

I'm grateful that Pennsylvania is able and willing to share information about its 353 projects with other states. Thank you. Director, Literacy, Adult Ed, Family Literacy, Chicago, Illinois.

Very Positive. Learning about special projects helps me in my teaching learning/mission. Illinois

Please continue sending me Focus. Diane S. Glass, Kansas

I pass Focus newsletters on to the librarian at our state's resource center. I am not sure how many she has wound up requesting. Adult Learning Resource Institute, Massachusetts

I have found the Focus publication to be very useful and have used them extensively to inform literacy practitioners of happenings. I have distributed over 20 copies of the technology issue to other in Minnesota. Please keep us on your mailing list.

The state education department was quite pleased with the mention of our project in Focus. We actually received two mentions since we developed the homeless education series also. We'll be using your exemplary designation in our marketing efforts. We're actually going to send copies to all state directors New York :

I appreciate AdvancE's past assistance and regret that I am no longer able to receive materials. I have made numerous requests to NY State Literacy Resource Center But never received replies (despite phone calls, letters, etc.) Pennsylvania's resources and services are outstanding. New York

(I contacted Sarah Hughes in New York's SED and she will inquire into this).

It's a wonderful newsletter and mechanism for learning about other states' projects. I hope it continues. Ohio

Over the years Focus has been a useful publication to me. I have shared copies and suggested local programs contact project representatives if they want to obtain more information. Rhode Island

Please continue sending Focus to me. I am editor of Tennessee's adult education newsletter. I use Focus to alert readers of staff development studies in Pennsylvania. Tennessee

Observations And Recommendations

This year's expansion of the Focus mandate to include reviewing other state's special projects that addressed topics of interest to Pennsylvania's adult educators and state staff drew favorable comments from both practitioners and professional development specialists throughout the country as well as in the Commonwealth.

It is apparent that brevity is one of the reasons for Focus' success. Information not readily available elsewhere is presented concisely so that busy practitioners can easily *grab* facts that are useful and follow up on the information themselves or assign the task to other staff members. The dissemination of *Focus* thus goes beyond the initial mailing list as readers report sharing it with programs and personnel they believe will be interested in specific topics.

It is also very clear that directors of exemplary projects appreciate the recognition and enjoy sharing their work with others. Both local programs and state offices have responded enthusiastically when called upon to discuss their work and send out the products requested — even out of state. In addition to the recognition they enjoy, they learn about programs dealing with similar problems and are able to establish practitioner networks.

Despite these benefits to project developers and participating states, acquiring 353 projects from other states is not a simple job as witnessed by the difficulties Susan Imel of ERIC reported in trying to acquire just the exemplary projects *Focus* had identified. Nor is searching electronic data bases the answer — to date. The project director had to use years of contacts with adult educators in state departments and adult education resource centers, write personal letters and make numerous follow up calls in order to acquire the 82 projects that were reviewed. It is anticipated that the collection process will be eased after the recognition given states' projects in the 1995-96 Focus bulletins.

Pennsylvania has been a leader in the process of identifying and recognizing exemplary projects both at home and throughout the nation. The time has now come for us to develop an adaptation process that will promote an easy transfer of these projects/products to local programs and practitioners. In FY 1996-97 *Focus on Adaptation* will work with staff from PDE's Bureau of ABLE, regional professional development centers and Project EQuaL to develop and field test this process.

Respectfully submitted,
Dr. Sherry Royce, June 1996

APPENDIX A

BUREAU OF ADULT BASIC & LITERACY EDUCATION
able
PENNSYLVANIA DEPARTMENT OF EDUCATION
Special Project

This Issue: ENGLISH AS A SECOND LANGUAGE

FOCUS on NETWORKING

FEBRUARY 1996 VOLUME 10, NUMBER 3

Featured Projects: Essential School Language—p.**1** • ESL Family Literacy in a Family Center—p.**2** • On Speaking Terms: A Practical Guide to Pronunciation—p.**2** • ESL Program Enhancement Project— p.**3** • Focus on the Nation—p.**3** • 1994 ESL Technology User's Guide—p.**3** • An Adult ESL Curriculum—p.**4** • Police, Traffic Tickets and You—p.**4** • Key to Community Voter Involvement Project—p.**4.**

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

INNOVATION:
- Addresses major priorities.
- Creative use of resources.

EFFECTIVENESS:
- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

ADAPTABILITY:
- Reports and/or curricula are clearly written.
- Little staff training is needed.

FINAL REPORT:
- Complete description of all products included.
- Readable, well-organized and well-presented.

ON A FIVE-POINT SCALE:
5 / Excellent • **4** / Superior • **3** / Good

PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:
- AdvancE
  Pennsylvania Dept. of Education
  333 Market St. 11th Fl.
  Harrisburg, PA 17126-0333
  Phone (from PA): (800) 992-2283
  Out of state: (717) 783-9192
  Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

Sherry Royce
FOCUS Editor

Tana Reiff
FOCUS Format

Project of Special Note

Essential School Language

Project #98-5017 **Date:** 1995
Agency: Mid-State Literacy Council, 204 Calder Way, Ste. 306, State College, PA 16801
Project Director: Renata C. Laurent
Contact: Monica Kindig **Phone**: 814-238-1809

DESCRIPTION OF PROJECT

This project sought to make language learning more relevant to English as a Second Language students by developing an instructional lesson book and accompanying audiocassette that would help learners acquire the language skills, vocabulary and speaking practice necessary to communicate confidently and effectively with their children's teachers.

During the research phase of the project, staff interviewed native and non-native English-speaking parents about parent-teacher conferences. They were asked what they hoped to learn at these conferences and what was confusing or frustrating about them. Preschool and elementary school teachers and two ESL specialists were also interviewed about what the conferences were like from the teacher's point of view. They were asked what type of information is given and what could present a problem for the ESL parent. The results of these conferences were used to organize the project.

DESCRIPTION OF PRODUCT

The chapters in the *Essential School Language Tutor's Guide* are organized around the 15 topics that parents and teachers most wanted to discuss with each other plus two additional sections on school-to-home correspondence and tips for parents from parents.

Situational dialogues that prepare ESL students for conversations with their children's teachers were designed for the following subjects:

1. Scheduling appointments with teachers.
2. Leaving messages on answering machines.
3. Initiating and ending conversations with a teacher and asking for clarification.
4. Asking about children's daily schedules.
5. Asking about a child's English ability, homework and academic program.
6. Asking about a child's adjustment, health, social life and interests at school.
7. Asking about a child's behavior at school.
8. Asking about helping in the classroom.

Each chapter contains basic dialogues for beginning speakers and expanded dialogues for more advanced learners. A list of chapter objectives is followed by discussion questions to tap into learners' experiences. After reviewing advanced vocabulary, a problem situation is established to set the stage for the dialogues. To provide the student with an opportunity for independent practice, all dialogues are also recorded on an accompanying audiocassette.

FOCUS RATING

This project is meaningful for both parents and school districts. It was rated **Superior+** for Innovation and Final Report and **Superior** for Effectiveness and Adaptability.

Although the audio tape is poor and the outcomes are not clearly stated in the Final Report, panel members praised its design, its relevancy and the comprehensive follow-up used to evaluate the lesson book.

ESL FAMILY LITERACY IN A FAMILY CENTER

HONORABLE MENTION

Project #98-5005 **Date:** 1995
Agency: Adult Literacy Center of the Lehigh Valley, 801 Hamilton Mall, Ste. 201, Allentown, PA 18101.
Contact: Linda V. McCrossan **Phone**: 610-435-0680

DESCRIPTION OF PROJECT

Allentown was one of the first communities in Pennsylvania to establish a Family Center. This center is located in an elementary school and provides parent support, education, child development, health, after-school and summer activities, and economic self-sufficiency services to all interested residents in the community.

This project set out to expand the partnership between the Adult Literacy Center of the Lehigh Valley, the Family Center and the local community. The final report describes the collaborative efforts that resulted in setting up ESL, ABE/GED and family literacy programs.

In all, 26 students with 51 children under the age of 18 were served. While the ABE/GED class did not work well and was eventually moved to another site, the ESL class, which included family matters and hands-on computer experience, was the first ESL class successfully conducted for more than a three-month session in the program's 17-year history.

A FRANK ANALYSIS OF RESULTS

What is most valuable about the Final Report is its frank discussion and analysis of what worked, what went wrong and some unexpected benefits that ensued.

Of particular interest is the section entitled "Characteristics of Collaborations." Program directors interested in establishing community partnerships would do well to examine the precepts put forth: collaborations are multilayered, collaborations are dynamic and developmental, collaborations are holistic, collaborations take time and resources, collaborations should include adults in the target groups and collaborations depend upon members of each group feeling secure in their institutions and in the collaboration.

Ohio Project of Special Note

ON SPEAKING TERMS

Date: 1994
Agency: Euclid City Schools, 291 E. 222nd St., Euclid, OH 44123
Contact: Gloria W. Gillette **Phone**: 216-261-7076

DESCRIPTION OF PROJECT

Both the process and the product produced by *On Speaking Terms* is worthy of note. By offering ESL teachers an opportunity to share their talents and experience, this project demonstrates collaborative learning at its best.

The result is a simple pronunciation guide to English language instruction that can be readily reproduced, understood and used by ESL tutors and teachers who have not had extensive training in linguistics or foreign language instruction. It is also a helpful reference for the experienced ESL instructor.

PRODUCT PRODUCED

This manual is divided into five sections and includes the evaluation survey that was used by the project and an extensive bibliography and list of related materials.

Section I, "An Overview of Language," explains key concepts and defines common terms so that additional resources should not be necessary to obtain a basic understanding of them. It provides a summary of practical pronunciation techniques found to be effective.

Section II introduces the "Individual Sounds of English." Included for each sound are: the common names (short *a*), the phonetic symbol, common spellings of the sound, an illustration of the mouth shape and a key word that contains the sound.

The following easy-to-use activities are provided for each sound:

- ***Production* teaches the physical act of making the sound. Sounds that are related, such as the voiced sound "d" and the voiceless sound "t," are compared when applicable.**
- ***Words* presents the sound in its initial, final, and medial position, starting from the least difficult to the most difficult position to produce.**
- ***Contrasting Pairs* offers a comparison of a target sound with sounds that might be confused with it. By comparing these sounds, the student may be able to distinguish the target sound such as a voiceless "th" from similar sounds such as a "d" or "z."**
- **In *Phrases and Sentences*, the sound is first practiced in ten phrases which were selected for the repetition of the sound and for creating a basis for conversation. Next, the sounds are used in sentences that provide context.**

Section III, "Linguistic Interference," details the grammatical and syntactic "baggage" that a non-native speaker carries when he or she is attempting to learn a new language. This may include trouble with multi-syllable words in English, word order or difficulty in pronouncing a consonant or vowel sound. Examples are given for 20 different languages from Arabic to Vietnamese.

Section IV provides practice sentences geared to the difficulties of each of the 20 targeted languages while Section V suggests basic activities that can be utilized to reinforce pronunciation lessons.

FOCUS RATING

Ranked highest of all the ESL projects reviewed, *On Speaking Terms* was rated Excellent for Innovation, Adaptability and Final Report and Superior for Effectiveness. While specific pre and post student testing would have been helpful, panel members praised the project for its attention to student needs and respect for different learning styles. Teacher-friendly, *On Speaking Terms* can be used in any ABLE class, ESL or otherwise, where there are foreign-born students.

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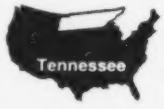
ESL PROGRAM ENHANCEMENT PROJECT

Date: 1994
Agency: Metropolitan Nashville Public Schools ABE Program, 2601 Bransford Ave., Nashville, TN 37204.
Contact: Barbara H. Brown **Phone**: 615-259-8548

DESCRIPTION OF PROJECT

Increased demand for ESL classes led project staff to enlist the expertise of Metro Nashville's experienced ESL teachers to: 1) develop a competency-based multilevel curriculum for adults with limited English skills and produce a guide for ESL teachers and 2) to design an orientation training services module for new ESL volunteers and teachers.



WORKSHOP SESSIONS

In a three-day workshop, teachers classified competencies in the areas of grammar, listening comprehension, written expression, vocabulary skills, reading comprehension and conversational fluency. They learned about the cultural background of the local ESL population and the services provided by community agencies. They reviewed, categorized and recommended ESL resources.

In the second workshop, they identified approaches, methods, techniques, procedures and evaluation processes appropriate to effective ESL instruction and correlated them to curriculum objectives. The final workshop was devoted to the design of the Orientation Training Module for new ESL teachers.

PRODUCT DESCRIPTION

Teaching Adult ESL: A Practitioner's Guide is a 112-page manual edited by Pam Mendelsohn and D. Lee Wilson. This guide written by practitioners for practitioners is filled with sage advice gleaned from years of practice in ESL classrooms. It is a *folksy* manual with personal statements of attitudes and philosophy introducing every chapter and influencing the suggestions for classroom management and instruction. There are chapters on cultural differences, getting started, effective teaching strategies and life skills.

The guide offers advice for ABE/ESL supervisors penned from a practitioner's point of view and suggestions for instructors, often written in case history form. There are sample lesson plans, intake and assessment forms, life skills arranged by themes, a resource listing of recommended textbooks for preliterate, beginning, intermediate and advanced learners, a glossary of terms and a bibliography of ESL resources.

FOCUS RATING

This project was rated **Superior** for Innovation and **Superior+** for Effectiveness, Adaptability and Final Report. Focus panel members noted that "although this discourse on teaching ESL may be long to read, it provides us with a clear, commonsense, competency-based curriculum." You may not agree with all the assumptions but you will appreciate the variety of activities included.

ESL TECHNOLOGY USER'S GUIDE—1994

HONORABLE MENTION

Date: 1994
Agency: Northwest Regional Literacy Resource Center, 1701 Broadway, Seattle, WA 98122.
Project Directors: Barbara White & Catherine Cantrell
Contact: Lynne Sampson **Phone:** 206-344-4488

DESCRIPTION OF PROGRAM

The Northwest Regional Literacy Resource Center (NWRLRC) Technology Project, begun in 1982, uses local adult education instructors and their students to evaluate technology for its appropriateness with adult basic skills students. The results of the evaluations are updated regularly and published in an *ESL Technology User's Guide*.

DESCRIPTION OF PRODUCT

This 48-page booklet contains a complete listing of evaluated technology. It includes the following types of technology: software (DOS, Mac and Apple platforms), audio tapes, video tapes, online systems and such miscellaneous products as Language Master and Q-Solutions.

The 40 resources reviewed are classified as to four curriculum areas: Language, Life Skills, Reading and Support (word processing, keyboarding, computer literacy, databases, worksheet generators, electronic online systems and teacher training).

Each material is identified as to publisher, cost, rating, description and strengths and weaknesses. Ratings range from 4.0 (excellent); 3.0 (good); 2.0 (fair) to 1.0 (not recommended). A list of publisher's names, addresses and telephone numbers is supplied for ease in ordering.

The Technology and Software Evaluation Forms included in the guide should be of particular interest to program directors, curriculum specialists and any staff member responsible for selecting software for their program.

★★★ Focus on the Nation ★★★

This year the Focus Staff Development Project was funded not only to review and feature Pennsylvania's outstanding 353 projects in *Focus on Networking* Bulletins but to highlight exemplary special projects from other states as well.

Projects recommended by other states were produced within the past three years and address the six topics featured in this year's Bulletins. Of 106 descriptions of exemplary projects submitted by 26 states, 82 were selected for review by the Focus panel. Of these, ten were rated as exemplary and 22 received an Honorable Mention. They are featured in this and forthcoming bulletins.

All projects are rated on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report according to criteria outlined on page 1 of this Bulletin. The highest rating attainable is (5) Excellent, followed by (4) Superior and (3) Good. Projects with an outstanding component or product but less than a Superior score in any category are accorded an Honorable Mention.

AN ADULT ESL CURRICULUM

Date: 1994
Agency: South Carolina Literacy Resource Center, 1722 Main St., #5104, Columbia, SC 29201.
Contact: Dianna Deaderick **Phone:** 803-737-9915

DESCRIPTION OF PRODUCT

This curriculum guide was written by 21 South Carolina adult ESL instructors, participants in a course on adult ESL curriculum design sponsored by the South Carolina Literacy Resource Center. The four-unit *Adult ESL Curriculum* is based on current theories in the fields of adult education and second-language acquisition and is designed to be flexible so that it may be adapted to diverse ESL teaching situations.

The curriculum is arranged in 14 thematic units: Introduction, Community Resources, Culture, Education, Emergencies, Food/Restaurant, Personal Security and Accidents, Health, Personal Information, Recreation and Leisure, Shopping, Transportation, Travel, and Work and Occupations.

Extremely well organized, it includes resource sheets and grids for each unit. The extensive variety of creative activities featured in the guide includes songs, poems, jazz chants, quotations, proverbs, idioms, stories, fables, films, teaching aids and realia. There is also a teacher resource list and a glossary of terms.

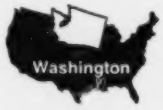
While the development of some of the suggested activities will take teacher/tutor thought and time, the sample lesson plans could be easily implemented by any program and are also appropriate for adult beginning readers, life-skills learners and learning-disabled populations.

POLICE, TRAFFIC TICKETS AND YOU

Date: 1994
Agency: Skagit Valley College, 2405 E. College Way, Mount Vernon, WA 98283
Project Directors: Bobbi Lemme and Terri Donovan
Contact: Lynne Sampson **Phone:** 206-344-4488

DESCRIPTION OF PRODUCT

The Police, Traffic Tickets, and You provides a practical basic guide for the high-beginning/low intermediate adult ESL student's journey through the sometimes bewildering, if not frightening, experiences of police stops, traffic ticket responses and courtroom appearances.



The text is cumulative, starting with the police officer's job and continuing to procedures such as a car accident, responding to traffic tickets, attending a hearing and, finally, appropriate behavior when arrested. Although based on Washington traffic laws and procedures, most of the information is applicable to all states.

KEY TO COMMUNITY VOTER INVOLVEMENT PROJECT

Date: 1994
Agency: Center for Civic Literacy, 42 Moody Ct., San Rafael, CA 94901.
Contact: Susan Clark **Phone:** 415-454-6500

DESCRIPTION OF THE PRODUCT

The *Easy Reader Voter Guide*, a 16-page summary of California's statewide races and ballot measures, is accompanied by *How to Vote, How to be Heard* and *Make a Difference* workbooks. During 1994, over 250 adults, half of whom were new voters, were reached by some aspect of this core curriculum.

Although the products need to be rewritten for other states, they provide an excellent model with a thorough explanation of how to vote and a great description of process and positions. A teacher's guide would be helpful.

The FOCUS panel consists of:
Rose Brandt, *Mayor's Commission on Literacy, Philadelphia;* **Jane Ditmars**, *Adult Education Consultant, Easton;* **Carol Goertzel**, *Wawa, Inc., Philadelphia;* **Joan Leopold**, *Harrisburg State Hospital;* **Carol Molek**, *TIU Adult Education and Job Training Center, Lewistown and* **Jeff Woodyard**, *Tri-County OIC, Inc., Harrisburg.*

FOCUS Bulletins are published six times a year between December and May. To be placed on the mailing list, contact Sherry Royce at the address below or call (717) 569-1663.

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Lancaster, PA 17601

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APPENDIX B

FOCUS EVALUATION WORKSHEET Project #_____

Project Name: **Project Year:** **Federal $:**

I. Identify project components:

☐ **Final Report** ☐ **Curriculum** ☐ **Video/Tapes** ☐ **Manual**

☐ **Other:** _____

II. Identify audience to whom the project is addressed or would benefit most from its dissemination.

☐ **Administrators** ☐ **Teachers** ☐ **Tutors** ☐ **Counselors** ☐ **Trainers**

☐ **Learners** ☐ **Others** _____

III. What are the major strengths of the project/products?

IV. What are the major weaknesses of the project/products?

V. Recommendations for Use: (Can the whole project, product, or parts of it be easily adopted/adapted for use by other ABLE programs/agencies?)

VI. Comments (project, products, final report):

Reviewer's Initials _____ **Date of Review**_____

FOCUS EVALUATION WORKSHEET

2

Project Director:_____ Telephone:_____

Agency:_____Address:_____

	SELECTION INDICATORS FOR PA 353s I = Innovation E = Effectiveness A = Adaptability FR = Final Report	Special Project	Mini Grant	Out of State Project
I-1	Addresses priority, improved materials/strategies			
I-2	Model for an important need			
I-3	Creative use of resources			
I-4	Significant addition to the field			
E-1	Objectives clearly stated			
E-2	Outcomes clearly described			
E-3	Content appropriate for target population			
E-4	Intended use of materials/strategies identified			
E-5	Materials/processes linked to outcomes			
E-6	Participant changes described			
E-7	Effectiveness documented			
E-8	Evaluation component documented (third party, review panel, user survey)			
A-1	Little administrative time needed to adapt			
A-2	Little staff training needed for adoption by another agency			
A-3	Overall cost efficiency (usable by small agencies)			
A-4	Overall transferability (ability to duplicate materials, processes)			
A-5	Parts usable			
A-6	Adequate instruction for using Product/Process			
FR-1	Conforms to PDE directions (order, contacts, all components included)			
FR-2	Organization (table of contents, headings, time lines, bibliographyographies)			
FR-3	Complete description of products produced			
FR-4	Appearance (layout,, spelling, grammar, quality of copy and packaging)			
FR-5	Readability (Report, materials clearly written, concise, informative)			

SUMMARY OF RATINGS

I
0 1 2 3 4 5

E
0 1 2 3 4 5

A
0 1 2 3 4 5

FR
0 1 2 3 4 5

Instructions: Rate products, processes and final report by placing a rating number in the appropriate box in the grid with 0 being non-applicable, 1 being lowest and 5 representing the highest quality. Average the numbers in each category (Innovation, Effectiveness, Adaptability, and Final Report) to arrive at the Summary of Ratings. The Total Rating is an Average of the Summary of Ratings.

TOTAL RATING:

APPENDIX C

1995-1996 Exemplary Projects

State	Rating	TECHNOLOGY ISSUE	Program Site	Project Director
PA	Exemplary	New Technologies for ABE GED Classrooms	CIU 10 Adult Development Center	Debra Burrows
PA	Exemplary	Licensed to Drive on the Information Super-Highway	TIU Adult Education & Job Training Center	Carol Molek
PA	HM	Operation Link-up	Tri-County OIC	Jeff Woodyard
PA	HM	Reality Bytes: Preparing for a New Era of Lit Instruction	Greater Pittsburgh Literacy Council	Arline Cianelli
Florida	HM	Connecting with Technology	Seminole Community College	Beverle Boothe
Illinois	HM	Using The Internet in Adult Lit Programs	Central Illinois Adult Ed Service Center	Chris Francisco
New Mexico	HM	High Tech-High Touch	University of New Mexico ABE Project	Michaele O'Conlin
Washington	HM	Lessons on Using the Internet	ABLE Network	Bobbi Lemme
		CURRICULUM		
PA	Exemplary	Project Tune Up	CIU 10 Adult Development Center	Donna Hyman
PA	Exemplary	Curriculum to Enhance Adult Learners' Higher Order Skills	PSU Institute for the Study of Adult Literacy	Priscilla Carmen
Massachusetts	Exemplary	ABE Math Standards	Holyoke Community College	Mary Jane Schmidt
New York	Exemplary	Education for Homeless Adults	New York State Department of Education	Glenn Schectman
New York	Exemplary	Work Connections Handbook	Albany Ad. Learning Ctr	Rose Lamorella
West Virginia	Exemplary	We Count	Monroe County Schools	Judith Azulay
Illinois	HM	Whole Language and Multiple Learning Styles Video	Central Illinois Adult Ed Service Center	Group
Tennessee	HM	Mountain Reader-Mountain Science	Sequatchie County Board of Education	Susan Greer
PA	HM	Career Explorations: Know Your Options	TIU Adult Education and Job Training Center	Carol Molek
		FAMILY LITERACY		
PA	Exemplary	Family Science for ABE Students in Even Start Programs	Community Action Southwest	Barbara Mooney
PA	Exemplary	MCoy Manor: A Family Lit. Housing Authority Program	TIU Adult Education and Job Training Center	CarolMolek
PA	Exemplary	Parenting Skills Through Children's Literature	Goodwill Pittsburgh Literacy Initiative	Judith Aaronson
Ohio	Exemplary	Family Literacy Curriculum	Dayton Public Schools	Chris Alexander
Florida	HM	Kids First: Seminar for Divorcing Parents	Leon County Schools	Barbara Van Camp
New York	HM	Family Literacy: Intergenerational Approach to Learning	Center for Family Resources	Jessica Fitzpatrick
Florida	HM	Senior Adult Learners' Curriculum & Training Video	Leon County Schools	Barbara Van Camp
		ENGLISH AS A SECOND LANGUAGE		
PA	Exemplary	Essential School Language	Mid State Literacy Council	Renata Laurent
Ohio	Exemplary	On Speaking Terms	Euclid City Schools	Gloria Gillette
Tennessee	Exemplary	ESL Program Enhancement Project	Metro Nashville Public Schools ABE	Barbara Brown
New Mexico	Exemplary	TalKit: Teaching Adult Learners Kit	University of New Mexico ABE Project	Michaele O'Conlin
Washington	HM	Police, Traffic Tickets and You	ABLE Network	Bobbi Lemme
California	HM	Key to Community Voter Involvement Project	Center for Civic Literacy	Susan Clark
South Carolina	HM	Adult ESL Curriculum	South Carolina Literacy Resource Center	Dianna Deaderick
Washington	HM	ESL Technology User's Guide	ABLE Network	Barbara Wright
PA	HM	ESL Family Literacy in a Family Center	Adult Literacy Center of the Lehigh Valley	Linda McCrossan
		SPECIAL POPULATIONS		
PA	Exemplary	Curriculum for Learners with Developmental Disabilities	MidState Literacy Council	Monica Matthews
PA	Exemplary	Tutor Training Model for Adults with Learning Disabilities	YWCA Adult Literacy Center	Karen Herring
Texas	Exemplary	The Competitive Edge: Skills in the Workplace	University of Texas at Austin	Dr. Judy Ashcroft
Ohio	Exemplary	Comprehensive Program for Deaf: Filling the Gap	Columbus Speech & Hearing Ctr	Joanne Shannon
WIsconsin	HM	SCANS Based Instruction for Incarcerated Adults	Blackhawk Technical College	Cindy Bagley
Illinois	HM	Impact of Americans with Disabilities Act video	WIU ISBE	Group
New Mexico	HM	Ideabook for Teachers of Special Needs Adults	University of New Mexico	Michaele O'Conlin
Marvland	HM	Retaining the Learning Disabled Adult	Frederick County PS Adult Ed	Richard Ramsburg
Florida	HM	We're Sold! Strategies for LD	Pinellas County Schools	RMRichardson
		STAFF DEVELOPMENT		
PA	Exemplary	PA ABE Staff Handbook & Staff Competencies	New Educational Projects	Tana Reiff
California	Exemplary	Honoring Diversity: A Multidimensional Learning Model	Project Read: S. San Francisco Public Library	Leslie Shelton
New Mexico	Exemplary	TalKit to Live It	University of New Mexico ABE Project	Michaele O'Conlin
Kentucky	HM	Project Staff: Systematic Training	Kentucky Department of Adult Education	Sandy Kestner
PA	HM	Portfolio Assessment	TIU Adult Education and Job Training Center	Carol Molek
PA	HM	National Educational Goal #5: Marketing the Plan	TIU Adult Education and Job Training Center	Carol Molek
PA	HM	Tutor's Trainer's Manual	Crawford County Literacy Council	Mary Lindquist
Ohio	HM	ABLE through Small Group Learning	OSU/CCEIE	Susan Imel
Ohio	HM	The Collective Wisdom Project	The Literacy Initiative	Rick McIntosh

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APPENDIX D

FOCUS on Networking

READER SURVEY FORM

Please take a few minutes to complete the following survey.
Return it to Dr. Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601 by June 3 1996.

(circle one)
READER'S MAIN RESPONSIBILITY:
Administration Instruction Counseling Training Curriculum Development Staff Development

Other: _____

ORGANIZATION:
Local Ed Agency Literacy Council Community College College/University Institution
Business/Industry Union Private Sector Community-Based Organization

Other: _____

MAIN FUNDING SOURCE:
ABE/GED PA ACT 143 State Funds Foundation Private Sector JTPA Welfare
Other: _____

I received the following issues of FOCUS:
(check the months received)

Please rank the issues from 1-6 in order of preference

		RANK
___	December 1995	**Technology** ___
___	January 1996	**Family Literacy** ___
___	February 1996	**ESL** ___
___	March 1996	**Curriculum** ___
___	April 1996	**Special Populations** ___
___	May 1996	**Staff Development** ___

(how many)
I requested information about _____ 353 project(s) from: **AdvancE or other State's Clearinghouse**
I requested information about _____ 353 project(s) from: **PA or other State's Project Director**

In general FOCUS Bulletins were:

(Circle your Rating)

	Excellent			Poor
Organized	3	2	1	0
Informative	3	2	1	0
Understandable	3	2	1	0
Interesting	3	2	1	0
Useful	3	2	1	0

I would be interested in: (Please check if interested)
___ Receiving information about PA's 353 projects ___ Receiving information about other state's 353 projects

(Please turn over: Your comments would be appreciated)
Out-of-State Readers who wish to remain on the FOCUS mailing list must either include their names and addresses under comments or send a separate request to Sherry Royce at the above address.

COMMENTS:

Thank you for participating in this survey.

Please fold, tape or staple and return to the address given below

---

Sherry Royce
FOCUS Editor
1938 Crooked Oak Drive
Lancaster, PA 17601-6425

able
Special Project

This Issue:
TECHNOLOGY

FOCUS on NETWORKING

DECEMBER 1995 VOLUME 10, NUMBER 1

Featured Projects: New Technologies for ABE/GED Classrooms—p.**1** • Licensed to Drive on the Information Superhighway—p.**2** • Focus onthe Nation—p.**2** • Cyberspace Projects from Florida, Illinois, New Mexico and Washington—p.**3** • Operation Link-Up: Instructional Delivery Through Technology—p.**4** • Reality Bytes: Preparing for a New Era in Literacy Instruction—p.**4**.

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

INNOVATION:
- Addresses maior priorities.
- Creative use of resources.

EFFECTIVENESS:
- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

ADAPTABILITY:
- Reports and/or curricula are clearly written.
- Little staff training is needed.

FINAL REPORT:
- Complete description of all products included.
- Readable, well-organized and well-presented.

ON A FIVE-POINT SCALE:
5 / Excellent • **4** / Superior • **3** / Good

PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:

AdvancE
Pennsylvania Dept. of Education
333 Market St. 11th Fl.
Harrisburg, PA 17126-0333
Phone (from PA): (800) 992-2283
Out of state: (717) 783-9192
Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

Sherry Royce
FOCUS Editor

Tana Reiff
FOCUS Format

Project of Special Note

New Technologies for ABE/GED Classrooms

Project #98-5016 **Date:** 1995
Agency: Central IU #10 Development Center for Adults, 540 North Harrison St., Pleasant Gap, PA 16823
Contact: Debra G. Burrows **Phone**: 717-893-4038

DESCRIPTION OF PROJECT

A survey of all ABLE programs in Pennsylvania indicated that while there was minimal use of technology beyond traditional "basic skills" software, interest in the utilization of new technologies was very high. With assistance from universities, colleges of education, school districts, software publishers and adult education providers, the project director identified applications and instructional activities that utilize technologies such as e-mail, bulletin boards, user groups, multimedia and the Internet.

Pilot lessons and software were field-tested with 25 adult learners. Technologies such as multimedia and the Internet, along with software applications that have "real world" uses, were shown to be effective with and welcomed by adult students and practitioners.

PRODUCT PRODUCED

The Teachers Manual provides a detailed description of 12 computer-based activities that can be used by adult students at the 5-12 instructional level. Practitioners using these activities do not need extensive microcomputer experience. A basic working knowledge of the computer's operating system and a familiarity with the software is sufficient.

The activities featured in the manual are intended as a starting point and are only a small sampling of nontraditional resources that can be developed given the equipment, time and program commitment. These include:

1. **Language Experience**
   Students type their own language experience stories into a computer, then receive assistance in grammar, punctuation, spelling and creative writing strategies. Student stories are maintained in a computer "folder" which may be read by all students.
2. **Pen Pals / Key Pals**
   Students correspond with each other via e-mail through LEARNER, a moderated literacy discussion group specifically geared to adult literacy students.
3. **Current Events Discussion**
   GED students access a CNN Newsroom service to read news reports, participate in discussions or use the World Atlas CD to locate the site of a news report.
4. **Listserv Activity**
   Students join a Listserv on a topic of their choice and may choose to simply "lurk" or make postings to the list. Students then use word-processing software to write about their experiences and share what they have learned.
5. **Newsletter**
   Students use desktop publishing software, or even a simple word processing program, to produce a class or program newsletter. Students are responsible for all functions, such as content (from recipes to feature articles), typing, editing, layout and graphics.

Each of the 12 lesson plans in the manual offers an overview of the activity; the learner

Continued on p.2

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grade level addressed; a list of the equipment and software needed; the extent of teacher/tutor expertise and supervision recommended; the learner preparation needed to effectively take part in the activity and a list of the specific skills-learning opportunities presented. Pilot instructor's comments are included for field-tested activities.

FINAL REPORT AND RECOMMENDATIONS

The well-organized, comprehensive final report presents the rationale and objectives of the project and summarizes the results of the research study on the utilization of technology by ABLE programs in Pennsylvania.

It also provides the forms used for the evaluation of computer-aided instructional (CAI) resources and charts the results of the student evaluations of language experience, newsletter, creative writer and Sim City 2000 activities. A copy of *The Pilot Press* newsletter produced by adult learners as part of the field-testing is included.

The project director makes an excellent case for the use of multimedia, online and other "unconventional" uses of technology in ABLE classrooms. She presents the thesis that technology can be effectively utilized to increase student motivation and retention, address learner modalities, assist adults to become comfortable with today's learning tools, enhance their employability and empower them to take charge of their learning.

FOCUS RATING

New Technologies for ABE/GED Classrooms was rated **Excellent** for Innovation and Final Report and **Superior** for Effectiveness and Adaptation. Panel members noted its attractive appearance, commended its research foundation and praised the clear graphics that make the research easy to understand.

Pointing to *The Pilot Press* newsletter included in the final report and the varied adult-learner activities suggested in the manual, they cited it as a model for innovative uses of technology beyond mere drill practice and rote learning.

LICENSED TO DRIVE ON THE INFORMATION SUPERHIGHWAY

and Assorted Cyberspace Projects

Project #99-5017 **Date:** 1995
Agency: TIU Adult Education Job Training Center, 1 Belle Ave., Lewistown, PA 17044
Project Director: Dr. Barbara Woodruff
Contact: Carol Molek **Phone:** 717-248-4942

While many adult educators have expressed interest in using computer technology in the classroom to access a worldwide exchange of knowledge via the Internet and e-mail, most practitioners lack the knowledge for effective use.

Licensed to Drive and its sister projects from the states of Florida, Illinois, New Mexico and Washington provide basic information about cyberspace history, services and vocabulary. They offer tips for hitching a ride on the Information Superhighway as well as techniques for using technology in the adult education classroom.

DESCRIPTION OF PROJECT

Project staff researched available literature, interviewed technical professionals and educators, and "surfed" the Internet in order to develop a basic staff development training manual that discusses technologies and hardware, compares commercial services and provides in-depth descriptions of terminology, Internet computer connections and suggestions for instruction.

PRODUCT PRODUCED

The 10-unit, 63-page manual, an introduction to the technology, skills and vocabulary of the Internet, includes these topics: What is the Information Superhighway?, Connecting to the Information Superhighway, Network Addresses, Electronic Mail, Network Newsgroups, Internet Glossary, Appendix and Bibliography.

FINAL REPORT AND RECOMMENDATIONS

While the manual is user-friendly and more sophisticated than some of the others reviewed, it is the Final Report that sets it apart. Here the project director describes the problems inherent in bringing technology to the ABE/GED classroom and confides how she addressed these problems. Woodruff cautions:

Careful consideration needs to be given in cost of time and equipment to extract information. Student access to network contents must be carefully considered when planning lessons. Educators must constantly update Internet skills through planned usage.

FOCUS RATING

Licensed To Drive was rated **Excellent** for its Final Report and **Superior** for Innovation, Effectiveness and Adaptability. While not as step-by-step as some of the following projects, it was very cost-effective and should be valuable to administrators weighing whether to extend their computer facilities beyond program management into adult education classrooms.

Focus on the Nation

This year the Focus Staff Development Project was funded not only to review and feature Pennsylvania's outstanding 353 projects in *Focus on Networking* Bulletins but to highlight exemplary special projects from other states as well.

Projects recommended by other states were produced within the past three years and address the six topics featured in this year's bulletins. Of 106 descriptions of exemplary projects submitted by 26 states, 82 were selected for review by the Focus panel. Of these, 10 were rated as exemplary and 22 received an Honorable Mention. They are featured in this and forthcoming bulletins.

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HIGH TECH—HIGH TOUCH

Date: 1995
Agency: ABE Project, University of New Mexico, Albuquerque, NM 87131.
Contact: Michaele O'Conlin **Phone:** 505-277-5259

DESCRIPTION OF THE PRODUCT

The *High Tech-High Touch* notebook was compiled by Mary Wommack and Susanna Gilbert as a resource text for an e-mail course on the Internet taken by adult literacy instructors. Both comprehensive and step-by-step, it is instantly usable by administrators and instructors and easily adapted to the language level and specific needs of adult learners and tutors.

The notebook contains a plethora of articles (all with credits) drawn from sources as diverse as the *Magazine of Fantasy and Science Fiction* and *NCAL Connections*. It begins with a short history of the Internet, ways you might use it in your work as an adult educator and some general articles regarding adult education and technology. There is even a section on "Smileys" and "Netiquette."

The specific training component covers tips for using e-mail and subscribing to ListServ forums and Usenet News. Addresses for a number of adult and higher education groups are provided, including the National Literacy Alliance's Public Policy list. There is also information on accessing the ESL practitioners forum run by the City University of New York.

For those searching for specific topics, the notebook outlines how to use Gopher, and Gopher Jewels to locate Internet sites that contain databases of interest. There are instructions on how to use Anonymous FTP (File Transfer Protocol) to sign on to sites without establishing an account. And because files and sites are constantly changing, the notebook has a unit on Archie that teaches how to find FTP sites and locate archives.

There is a unit on using the Wide Area Information Server (WAIS), another on using the World-Wide Web (WWW) and a chapter for the courageous on managing and manipulating UNIX files.

If all of this sounds very strange to you and you want to get up to speed on the information superhighway, this project is an excellent first step.

USING THE INTERNET IN ADULT LITERACY PROGRAMS

Date: 1994 **Price:** $10 including mailing
Agency: Central Illinois Adult Education Service Center (CIAESC), Western Illinois University, 6 Horrabin Hall, Macomb, IL 61455.
Contact: Chris Francisco **Phone:** 309-298-2285

DESCRIPTION OF THE PRODUCT

Using the Internet in Adult Literacy Programs is designed to support a practitioner's course on the utilization of technology in ABLE programs. This packet of 10 booklets can be used in whole or in part, by individuals, small groups, or for regional staff development workshops.

While it lacks the specific directions on applications like Gopher and WAIS supplied by New Mexico's *High Tech-High Touch* course, each booklet is easy-to-read, concise, comprehensive and is devoted exclusively to technology for adult learners and adult educators. The booklets include:

- Technology in Adult Literacy Programs
- What is the Internet?
- Internet Services
- Using the Internet
- Finding Adult Literacy Information on the Internet
- Popular Gopher Sites
- Popular Literacy ListServs
- Finding Low-Cost Computer Software on the Internet
- Internet Access for Private Citizens and Local Businesses
- Glossary of Important Words to Know

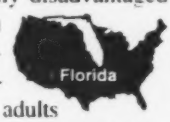
The materials are easily duplicated but it seems most cost-effective to simply order the packet from CIESC for the very reasonable price of $10.

CONNECTING WITH TECHNOLOGY

Date: 1994
Agency: Seminole Community College Adult High School/GED, 100 Weldon Blvd., Sandford, FL 32773.
Contact: Dr. Beverle Boothe **Phone:** 407-323-1450

DESCRIPTION OF PROJECT

This project sought to increase the graduation rate of educationally disadvantaged adults by providing an individualized computer-oriented graduation program. Approximately 45 adults with learning disabilities, reading problems or attention-deficit disorders took part.



A comprehensive competency-based high school curriculum consisting of 17 courses was developed in 1992–93. The initial implementation used a self-paced, individualized instructional format in a computer lab with flexible hours to allow adult learners to work in AHS, GED, and ABE and to accomplish mastery learning. During 1993-1994 six new courses were developed utilizing an interactive, multimedia presentation mode which integrated the competency-based course frameworks. Eight staff-development training sessions assisted adult educators in the development and delivery of course modules.

LESSONS ON USING THE INTERNET

Date: 1994
Agency: Skagit Valley College, 2405 E College Way, Mount Vernon, WA 98283
Project Directors: Bobbi Lemme and Terri Donovan
Contact: Lynne Sampson **Phone:** 206-344-4488

This 71-page booklet, designed for beginners, covers basic terms and operations such as e-mail, UseNets, Listserv, and Gopher.

Although some parts are site-specific, it has useful Internet addresses and basic Internet vocabulary.

OPERATION LINK-UP

HONORABLE MENTION

Project #98-4002 **Date:** 1994
Agency: Tri-County Opportunities Industrialization Center, Inc., 2107 North 6th Street, Harrisburg, PA 17110
Contact: Jeffrey Woodyard **Phone**: 717-238-7318

DESCRIPTION OF PROJECT

The purpose of this project was to provide satellite classes with access to centralized computer-based instructional programs, student database files, and CD-ROM technology. While the project was specific to OIC learners and staff, it easily can serve as a model for any ABLE program.

A BBS (Bulletin Board System) was set up at the OIC main office and linked via telephone modem connections to classes located at a government office building, a local community center and an area hospital. All the sites chosen had learners who functioned below the 8th-grade level, since the majority of the public-domain instructional software selected for the project was suited to lower-level learners.

In addition, several instructors participated in this project by using their home computers. Since working the "bugs" out of the remote system would take time, patience and input from users, teachers were selected who were somewhat familiar with bulletin board systems, computer modems and general computer operating systems.

Areas on the bulletin from which learners and instructors could access information included: **Student Intake Information Area** (teachers could register students), **Mail Area** (messages for both students and instructors could be left on the BBS), **Educational Software Area** (programs ranged from basic life skills and remediation to advanced GED test preparation instruction) and **GED Test Registration and Results.**

FINAL REPORT AND RECOMMENDATIONS

The Final Report describes operational guidelines and procedures, staff and student training and method of project evaluation. It depicts the challenges faced in setting up the system and stresses the fact that the key to success lies in having a project implementor who is fully aware of the capabilities and limitations of technology as it relates to distance education.

Woodyard encourages providers who have homebound learners, satellite or remote classes or multiple sites to consider a similar effort, stating:

The cost factors that used to prohibit such efforts have become less and less restrictive. This mini grant actually was completed under 80% of budgeted costs. The impact on service delivery and alternative instructional delivery for students has made the effort worthwhile.

REALITY BYTES: PREPARING FOR A NEW ERA IN LITERACY INSTRUCTION

HONORABLE MENTION

Project #99-5032 **Date:** 1995
Agency: Greater Pittsburgh Literacy Council (GPLC), 100 Sheridan Square, Pittsburgh, PA 15206
Project Director: Arlene Cianelli
Contact: Donald Block **Phone: 412-661-7323**

DESCRIPTION OF PROJECT

Project staff designed and instructed two 12-week introductory computer courses as the first step in preparing a large literacy program's staff and volunteers to add CAI to their curriculum. This was a **very basic course**. Participants were taught Word Perfect on obsolete IBM 286s (often found in small programs) in a rented computer lab.

FINAL REPORT AND PRODUCTS

What makes this project worthy of note is that any ABLE program could replicate it at minimal cost by using the products in the Final Report. These include a curriculum outline, course final, software evaluation checklist, CAI decision-making checklist and implementation model. Of particular interest is a starter list of questions and answers that should be considered by any literacy program interested in making a commitment to CAI instruction.

The FOCUS panel consists of:
Rose Brandt, *Mayor's Commission on Literacy, Philadelphia;* **Jane Ditmars**, *Adult Education Consultant, Easton;* **Carol Goertzel**, *Wawa, Inc., Philadelphia;* **Joan Leopold**, *Harrisburg State Hospital;* **Carol Molek**, *TIU Adult Education and Job Training Center, Lewistown and* **Jeff Woodyard**, *Tri-County OIC, Inc., Harrisburg.*

FOCUS Bulletins are published six times a year between December and May. To be placed on the mailing list, contact Sherry Royce at the address below or call (717) 569-1663.

This publication is operated under funding provided through the Pennsylvania Department of Education from the Adult Education Act, Section 353. No endorsement of bulletin contents by PDE or USDOE should be inferred.

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BUREAU OF ADULT BASIC & LITERACY EDUCATION
able
PENNSYLVANIA DEPARTMENT OF EDUCATION
Special Project

This Issue: FAMILY LITERACY

FOCUS on NETWORKING

JANUARY 1996 VOLUME 10, NUMBER 2

Featured Projects: Family Science Activities For Adult Basic Literacy Education—p.**1** • Parenting Skills Through Children's Literature—p.**2** • Ohio's Family Literacy Curriculum—p.**2** • McCoy Manor —p.**3** • Focus on the Nation—p.**3** • The Senior Adult Learners Curriculum and Resource Guide—p.**3** • Family Literacy: An Intergenerational Approach To Learning—p.**4** • Kids First ... A Seminar For Divorcing Parents—p.**4**.

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

INNOVATION:
- Addresses major priorities.
- Creative use of resources.

EFFECTIVENESS:
- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

ADAPTABILITY:
- Reports and/or curricula are clearly written.
- Little staff training is needed.

FINAL REPORT:
- Complete description of all products included.
- Readable, well-organized and well-presented.

ON A FIVE-POINT SCALE:
5 / Excellent • **4** / Superior • **3** / Good

PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:
- AdvancE
  Pennsylvania Dept. of Education
  333 Market St. 11th Fl.
  Harrisburg, PA 17126-0333
  Phone (from PA): (800) 992-2283
  Out of state: (717) 783-9192
  Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

Sherry Royce
FOCUS Editor

Tana Reiff
FOCUS Format

Project of Special Note

Family Science Activities for ABLE

Project #98-5025 **Date:** 1995
Agency: Community Action Southwest, 22 West High Street, Waynesburg, PA 15370
Contact: Dr. Barbara Mooney **Phone:** 412-852-2893

DESCRIPTION OF PROJECT

A "Science Awareness" group activity for parents and preschool/kindergarten children served as a research vehicle to gather feedback from parents on their attitude toward science. Topics that parents did not feel comfortable teaching their children were identified and after reviewing various science resources, project staff developed four Family Science Activity Packets.

These *Let's Have Fun With Science* packets were piloted with 14 students involved in a Family Education program (Even Start, Head Start, Family Center) or enrolled in an ABLE program. They were then used by ABLE students in rural southwestern Pennsylvania who were parents of preschool, kindergarten and first grade children and by Head Start parents involved in a kindergarten transition program.

DESCRIPTION OF PRODUCT

The Final Report contains a bibliography, training guide, evaluation report and four packets of science activities. The 34 activities outlined in these packets address the themes of weather, water, plants and magnets. These themes were chosen because they provide a base of science understanding which many adults may lack. In addition, they involve common, recognizable subjects that are found in everyday life, require materials that are easily accessible and can be used in a classroom.

Each packet contains seven to 10 activities. Each activity indicates the exploratory problem, process skills, concepts, materials supplied, materials needed, estimated time, instructions and suggested extension activities. Also included is a science journal for adults and children to record their observations and drawings.

ATTITUDE AND SKILLS

The packets are designed to promote the scientific attitudes of curiosity, positive self-image, positive approach to failure, persistence and inventiveness. Such attitudes encourage the development of skills that allow children and adults to process new information through concrete experiences.

All activities in the *Let's Have Fun With Science* packets emphasize process skills appropriate for early childhood, namely observing, comparing, classifying, measuring and communicating. In fact, every activity addresses the fundamental skill of observing. There are also a number of activities designed to develop the higher-level process skills, such as inferring, predicting, hypothesizing, defining and experimenting.

FOCUS RATING

This project was rated **Superior** for Innovation, Effectiveness and Final Report and **Superior+** for Adaptability. Although its impact on learners is not detailed in the Final Report, panel members praised it for its novel approach to developing specific content areas activities. The lessons are easy to replicate and the activities should appeal to parents and children alike.

PARENTING SKILLS THROUGH CHILDREN'S LITERATURE

Project #98-5026 **Date:** 1995
Agency: Goodwill Literacy Initiative, Goodwill Industries of Pittsburgh, 2600 East Carson Street, Pittsburgh, PA 15203
Contact: Judith Aaronson **Phone:** 412-481-9005

DESCRIPTION OF PROJECT

Believing that traditional parenting courses, while presenting important and meaningful content, do not always engage the interest of young parents, project staff developed an alternative curriculum that integrated developmental issues with children's literature. Coauthored by Dr. Janice Kelly, Director of Community College of Allegheny County's Women Center, and Penny Lang of Goodwill Literacy Initiative, this curriculum served as the basis for a one-credit parenting course taught to a group of 20 young parents whose children's ages ranged from five months to three years. The young parents participated in a discussion of important topics and observed the instructor modeling the use of children's literature.

DESCRIPTION OF PRODUCT

The Final Report includes a supplemental children's booklist, parenting brochures developed for the course and the 16-lesson curriculum guide with pre-test and post-test. This curriculum emphasizes the discussion and exchange of ideas related to parenting issues as well as the development of an appreciation for children's literature. A quality children's book serves as the centerpiece for each lesson. The corresponding lesson plan, which addresses one specific child development/parenting issue, includes goals, objectives and methods.

FOCUS RATING

This project was rated **Superior** for Innovation, Effectiveness and Adaptability, and **Superior+** for its Final Report. The clearly stated goals, objectives, recommendations and conclusions in the Final Report would be helpful to any program interested in replicating the project.

Ohio Project of Special Note

FAMILY LITERACY CURRICULUM

Date: 1995
Agency: Dayton City Schools, Longfellow Center, Room 104, 245 Salem Avenue, Dayton, OH 45406
Contact: Christine Alexander
Phone: 513-461-2800

DESCRIPTION OF PROJECT

Between April 1992 and September 1995, the Family Literacy Curriculum based on an integration of parent education and literacy skills was developed and field-tested in Even Start, Family Literacy and ABLE classrooms in southwestern Ohio.

Altogether 206 Even Start families and 14 staff took part in the project. As of June 1995, 22 participants had received the GED and positive gains in adults' parenting skills and children's pre-school readiness were reported.

PRODUCT PRODUCED

The comprehensive two-book, three-unit, 13-pound curriculum addresses the growth and development of the participants and their children. It discusses age-appropriate behavior and activities for the children, health and wellness issues, nurturing of families and healthy personal relationships.

The curriculum is based upon practical experiences of families and builds upon family strengths and community resources. Literacy skills, including reading, writing, listening, speaking, computation and critical thinking, are the focus in both content and methodology.

This curriculum provides instructors with materials that address the needs of participants who come from multiple cultural backgrounds, have limited financial resources, may have sole responsibility for caring for minor children and may be unaware of available educational, career and community opportunities.

The Family Literacy Curriculum is arranged in three units: Communication, Health and Wellness and Home Environment. The first two units contain five sub-units each; the final unit contains three sub-units.

Each sub-unit concentrates on a particular parent/literacy skill called a competency. A complete list of competency skills addressed is included in the Course Outline and the Table of Contents-Competency Builders. Each unit and sub-unit can be taught independently. Assignments and lessons can be used for whole-group instruction, small-group activities, or individual learning.

The Communication Skills unit addresses positive self-image, character education, communication, conflict management, and personal, family and community relationships. The Health and Wellness unit features prevention, safety, the human body, nutrition and mental health. The Home Environment area covers physical, family and financial issues.

Tables at the beginning of each sub-unit provide information for instructors related to: 1) competencies to be mastered; 2) ideas and suggestions for teaching the competency; 3) resources; 4) academic skills obtained by completing the competency; 5) parenting skills; 6) life skills; 7) home activities; and 8) parent-child shared classroom activities.

FOCUS RATING

This project was rated Superior+ for Innovation, Adaptability and Final Product and Superior for Effectiveness. While the manuals are cumbersome to work with, Ohio's Family Literacy Curriculum is comprehensive and extremely adaptable. It can be used for individual or small-group instruction and would be effective in ABE and GED classes as well as in a Family Literacy program.

McCOY MANOR: A MODEL FAMILY LITERACY HOUSING AUTHORITY PROJECT

Project #98-5003 **Date:** 1995
Agency: TIU Adult Education and Job Training Center. 1 Belle Ave. MCIDC Plaza. Bldg. 58. Lewistown. PA 17044
Project Director: Allison L. Fisher
Contact: Carol Molek **Phone**: 717-248-4942

DESCRIPTION OF PROJECT

This project was a collaborative effort between the TIU Adult Education and Job Training Center and McCoy Manor to deliver family literacy workshops to 35 residents of this rural housing project. The final report provides a detailed overview of the instructional components and is a good resource for forms, evaluation tools and public relations materials. Of particular interest is the use of local agencies to support the project and the incorporation of previous special projects as program and curricula resources.

For example, Jumparoo, a robotic kangaroo developed as an aid in promoting family literacy by another 353 project, was used as a recruitment tool. Program participants' children were supervised during the workshops by clients in a JTPA work experience program assisted by a JTPA Summer Youth participant. Through the use of Mifflin County 2000 funds, the project was able to distribute books to the children of the McCoy Manor Housing Project.

Although little information is provided about any collaboration with the housing authority, the final report talks about barriers to program success in a frank way that will help others avoid potential pitfalls.

PROJECT CURRICULUM

Workshops were offered over the summer and during the school year. The curriculum addressed a variety of learning areas: math, science, social studies, reading, language, writing and health. Each lesson consisted of information and activities for the parents and provided activities parents and children could do at home.

Making everyday activities positive learning experiences was another component of the curriculum. Activities included cleaning, preparing meals, shopping and traveling and featured speakers that participants might encounter in the community, such as a children's librarian and a home health care specialist.

During the school year, parents worked on various school and community issues. This training focused on communication at school and home, learning styles, self-esteem and homework. Parenting tips, designed to promote positive parent-child interaction, were included in every lesson and utilized information gleaned from an in-service provided for teachers in the school district.

FOCUS RATING

This project was rated **Superior** across the board. Panel members suggested that teachers, in general, should be able to adapt much of the information and material in this project. The strategies and methodologies were generic enough that non-housing residents could benefit from the workshops.

THE SENIOR ADULT LEARNERS CURRICULUM AND RESOURCE GUIDE

Date: 1994
Agency: Leon County Schools Adult & Community Education. 3111-21 Mahan Drive. Drawer 106. Tallahassee. FL 32311.
Project Manager: Kathryn A. Hall
Contact: Dr. Valerie Bryan. Florida's ACENET
Phone: 412-661-7323

DESCRIPTION OF PROGRAM

Participants in the Leon County Senior Adult Learners Program attend three-hour classes held in retirement homes and community centers. They are encouraged to learn problem-solving skills relevant to modern life and to appreciate self-care and self-expression as the foundation of a healthy life. The curriculum developed by this project assists practitioners in designing educational experiences that promote individual confidence and group cohesiveness.

DESCRIPTION OF PRODUCT

The six content areas which serve as the basis for the overall organization of the curriculum guide are: Coping Skills, Practical Living Skills, Health Education, Math and Science Skills, Enrichment and Recreation with a Purpose.

Each area contains several instructional sections and every section contains objectives, activity sheets, reinforcement activities and a resource list. Objectives address senior life skills, ABE academic skills, ABE functional skills and adult life stages. While activity sheets within a section are thematically related, each sheet can stand alone. The resource list at the end of each section suggests materials which a teacher may wish to consult for further instruction in a particular content area.

The variety of material within each content area and the independent nature of each activity allow teachers to organize course content to complement their own teaching styles. Wherever possible, the curriculum has sought to save teacher time while enhancing opportunities for creative course planning.

*** Focus on the Nation ***

This year the Focus Staff Development Project was funded not only to review and feature Pennsylvania's outstanding 353 projects in *Focus on Networking* Bulletins but to highlight exemplary special projects from other states as well.

Projects recommended by other states were produced within the past three years and address the six topics featured in this year's bulletins. Of 106 descriptions of exemplary projects submitted by 26 states, 82 were selected for review by the Focus panel. Of these, 10 were rated as exemplary and 22 received an Honorable Mention. They are featured in this and forthcoming bulletins.

All projects are rated on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report according to criteria outlined on page 1 of this Bulletin. The highest rating attainable is (5) Excellent, followed by (4) Superior and (3) Good. Projects with an outstanding component or product but less than a Superior score in any category are accorded an Honorable Mention.

FAMILY LITERACY: AN INTERGENERATIONAL APPROACH TO LEARNING

Date: 1993 **Price:** $95 including mailing
Agency: City School District of Albany, Albany Educational TV, 27 Western Avenue, Albany, NY 12203
Phone: 518 465-4741
Project Director: Jessica Kilpatrick and Sandra Carr Grant, Center for Family Resources
Phone: 516-873-0900

This multimedia staff-development package for adult educators and early childhood professionals consists of a resource guide developed by The Center for Family Resources and two video programs produced by Albany Educational Television. When used together, the guide and videos provide a conceptual framework and implementation strategies for an effective family literacy program.

DESCRIPTION OF PRODUCT

Program 1: Making It Happen is an introduction to family literacy with particular emphasis on comprehensive programs. The people who make family literacy programs happen—educators and families—share their experiences, bringing the conceptual framework to life. The 28-minute video includes an in-depth discussion of each of the components in a comprehensive model.

Program 2: Alternative Models and Creative Solutions extends the discussion of family literacy by looking at three programs in New York State where the comprehensive model has been adapted to meet the specific needs of a community and/or to utilize the resources of a particular site. The 31-minute video also focuses on the solutions devised to overcome common obstacles.

The manual: A Guide for Schools and Communities provides background information and suggested strategies for implementing successful family literacy programs. The components for a comprehensive program are outlined with proposed goals, objectives and outcomes identified. The Guide includes specific information on designing a program, hiring and training a staff, recruitment and retention strategies and support services.

The introduction to the Guide contains instructions for using the package for program design, staff development and public information. The section on "Goals, Objectives, and Expected Outcomes" answers the questions: How can the goals be adapted to a particular site? and How can the goals be adapted to pre-existing programs?

KIDS FIRST ... A SEMINAR FOR DIVORCING PARENTS

Date: 1994
Agency: Leon County Schools Adult & Community Education, 3111-21 Mahan Drive, Drawer 106, Tallahassee, FL 32311
Project Director: Barbara Van Camp
Contact: Dr. Valerie Bryan, Florida's ACENET
Phone: 412-661-7323

DESCRIPTION OF PRODUCT

Kids First is a four-hour educational course required by law in Leon County for divorcing parents who have minor children. The comprehensive Parent Manual and Instrutor Guide, written by Kristen Mayne Overman, can easily be adapted to any ABLE program in any state.

The first chapter, which covers adults' reactions to divorce, looks at finances, emotions and lifestyle changes. The second examines differences in children's reactions depending on age and level of support. The third section provides guidelines for developing cooperative shared parenting arrangements and the last chapter includes suggestions to help with special difficulties in divorce situations.

The FOCUS panel consists of:
Rose Brandt, *Mayor's Commission on Literacy, Philadelphia;* **Jane Ditmars**, *Adult Education Consultant, Easton;* **Carol Goertzel**, *Wawa, Inc., Philadelphia;* **Joan Leopold**, *Harrisburg State Hospital;* **Carol Molek**, *TIU Adult Education and Job Training Center, Lewistown and* **Jeff Woodyard**, *Tri-County OIC, Inc., Harrisburg.*

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Special Project

This Issue: ENGLISH AS A SECOND LANGUAGE

FOCUS on NETWORKING

FEBRUARY 1996 VOLUME 10, NUMBER 3

Featured Projects: Essential School Language—p.**1** • ESL Family Literacy in a Family Center—p.**2** • On Speaking Terms: A Practical Guide to Pronunciation—p.**2** • ESL Program Enhancement Project— p.**3** • Focus on the Nation—p.**3** • 1994 ESL Technology User's Guide—p.**3** • An Adult ESL Curriculum—p.**4** • Police, Traffic Tickets and You—p.**4** • Key to Community Voter Involvement Project—p.**4.**

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

INNOVATION:
- Addresses major priorities.
- Creative use of resources.

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- Materials are linked to results.
- Content is appropriate for the target audience.

ADAPTABILITY:
- Reports and/or curricula are clearly written.
- Little staff training is needed.

FINAL REPORT:
- Complete description of all products included.
- Readable, well-organized and well-presented.

ON A FIVE-POINT SCALE:
5 / Excellent • **4** / Superior • **3** / Good

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  Pennsylvania Dept. of Education
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  Harrisburg, PA 17126-0333
  Phone (from PA): (800) 992-2283
  Out of state: (717) 783-9192
  Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

Sherry Royce
FOCUS Editor

Tana Reiff
FOCUS Format

Project of Special Note

Essential School Language

Project #98-5017 **Date:** 1995
Agency: Mid-State Literacy Council, 204 Calder Way, Ste. 306, State College, PA 16801
Project Director: Renata C. Laurent
Contact: Monica Kindig **Phone**: 814-238-1809

DESCRIPTION OF PROJECT

This project sought to make language learning more relevant to English as a Second Language students by developing an instructional lesson book and accompanying audiocassette that would help learners acquire the language skills, vocabulary and speaking practice necessary to communicate confidently and effectively with their children's teachers.

During the research phase of the project, staff interviewed native and non-native English-speaking parents about parent-teacher conferences. They were asked what they hoped to learn at these conferences and what was confusing or frustrating about them. Preschool and elementary school teachers and two ESL specialists were also interviewed about what the conferences were like from the teacher's point of view. They were asked what type of information is given and what could present a problem for the ESL parent. The results of these conferences were used to organize the project.

DESCRIPTION OF PRODUCT

The chapters in the *Essential School Language Tutor's Guide* are organized around the 15 topics that parents and teachers most wanted to discuss with each other plus two additional sections on school-to-home correspondence and tips for parents from parents.

Situational dialogues that prepare ESL students for conversations with their children's teachers were designed for the following subjects:

1. Scheduling appointments with teachers.
2. Leaving messages on answering machines.
3. Initiating and ending conversations with a teacher and asking for clarification.
4. Asking about children's daily schedules.
5. Asking about a child's English ability, homework and academic program.
6. Asking about a child's adjustment, health, social life and interests at school.
7. Asking about a child's behavior at school.
8. Asking about helping in the classroom.

Each chapter contains basic dialogues for beginning speakers and expanded dialogues for more advanced learners. A list of chapter objectives is followed by discussion questions to tap into learners' experiences. After reviewing advanced vocabulary, a problem situation is established to set the stage for the dialogues. To provide the student with an opportunity for independent practice, all dialogues are also recorded on an accompanying audiocassette.

FOCUS RATING

This project is meaningful for both parents and school districts. It was rated **Superior+** for Innovation and Final Report and **Superior** for Effectiveness and Adaptability.

Although the audio tape is poor and the outcomes are not clearly stated in the Final Report, panel members praised its design, its relevancy and the comprehensive follow-up used to evaluate the lesson book.

ESL FAMILY LITERACY IN A FAMILY CENTER

Project #98-5005 **Date:** 1995
Agency: Adult Literacy Center of the Lehigh Valley, 801 Hamilton Mall, Ste. 201, Allentown, PA 18101.
Contact: Linda V. McCrossan **Phone:** 610-435-0680

DESCRIPTION OF PROJECT

Allentown was one of the first communities in Pennsylvania to establish a Family Center. This center is located in an elementary school and provides parent support, education, child development, health, after-school and summer activities, and economic self-sufficiency services to all interested residents in the community.

This project set out to expand the partnership between the Adult Literacy Center of the Lehigh Valley, the Family Center and the local community. The final report describes the collaborative efforts that resulted in setting up ESL, ABE/GED and family literacy programs.

In all, 26 students with 51 children under the age of 18 were served. While the ABE/GED class did not work well and was eventually moved to another site, the ESL class, which included family matters and hands-on computer experience, was the first ESL class successfully conducted for more than a three-month session in the program's 17-year history.

A FRANK ANALYSIS OF RESULTS

What is most valuable about the Final Report is its frank discussion and analysis of what worked, what went wrong and some unexpected benefits that ensued.

Of particular interest is the section entitled "Characteristics of Collaborations." Program directors interested in establishing community partnerships would do well to examine the precepts put forth: collaborations are multilayered, collaborations are dynamic and developmental, collaborations are holistic, collaborations take time and resources, collaborations should include adults in the target groups and collaborations depend upon members of each group feeling secure in their institutions and in the collaboration.

Ohio Project of Special Note

ON SPEAKING TERMS

Date: 1994
Agency: Euclid City Schools, 291 E. 222nd St., Euclid, OH 44123
Contact: Gloria W. Gillette **Phone:** 216-261-7076

DESCRIPTION OF PROJECT

Both the process and the product produced by *On Speaking Terms* is worthy of note. By offering ESL teachers an opportunity to share their talents and experience, this project demonstrates collaborative learning at its best.

The result is a simple pronunciation guide to English language instruction that can be readily reproduced, understood and used by ESL tutors and teachers who have not had extensive training in linguistics or foreign language instruction. It is also a helpful reference for the experienced ESL instructor.

PRODUCT PRODUCED

This manual is divided into five sections and includes the evaluation survey that was used by the project and an extensive bibliography and list of related materials.

Section I, "An Overview of Language," explains key concepts and defines common terms so that additional resources should not be necessary to obtain a basic understanding of them. It provides a summary of practical pronunciation techniques found to be effective.

Section II introduces the "Individual Sounds of English." Included for each sound are: the common names (short *a*), the phonetic symbol, common spellings of the sound, an illustration of the mouth shape and a key word that contains the sound.

The following easy-to-use activities are provided for each sound:

- *Production* teaches the physical act of making the sound. Sounds that are related, such as the voiced sound "d" and the voiceless sound "t," are compared when applicable.
- *Words* presents the sound in its initial, final, and medial position, starting from the least difficult to the most difficult position to produce.
- *Contrasting Pairs* offers a comparison of a target sound with sounds that might be confused with it. By comparing these sounds, the student may be able to distinguish the target sound such as a voiceless "th" from similar sounds such as a "d" or "z."
- In *Phrases and Sentences*, the sound is first practiced in ten phrases which were selected for the repetition of the sound and for creating a basis for conversation. Next, the sounds are used in sentences that provide context.

Section III, "Linguistic Interference," details the grammatical and syntactic "baggage" that a non-native speaker carries when he or she is attempting to learn a new language. This may include trouble with multi-syllable words in English, word order or difficulty in pronouncing a consonant or vowel sound. Examples are given for 20 different languages from Arabic to Vietnamese.

Section IV provides practice sentences geared to the difficulties of each of the 20 targeted languages while Section V suggests basic activities that can be utilized to reinforce pronunciation lessons.

FOCUS RATING

Ranked highest of all the ESL projects reviewed, *On Speaking Terms* was rated Excellent for Innovation, Adaptability and Final Report and Superior for Effectiveness. While specific pre and post student testing would have been helpful, panel members praised the project for its attention to student needs and respect for different learning styles. Teacher-friendly, *On Speaking Terms* can be used in any ABLE class, ESL or otherwise, where there are foreign-born students.

ESL PROGRAM ENHANCEMENT PROJECT

Date: 1994
Agency: Metropolitan Nashville Public Schools ABE Program, 2601 Bransford Ave., Nashville, TN 37204.
Contact: Barbara H. Brown **Phone**: 615-259-8548

DESCRIPTION OF PROJECT

Increased demand for ESL classes led project staff to enlist the expertise of Metro Nashville's experienced ESL teachers to: 1) develop a competency-based multilevel curriculum for adults with limited English skills and produce a guide for ESL teachers and 2) to design an orientation training services module for new ESL volunteers and teachers.

WORKSHOP SESSIONS

In a three-day workshop, teachers classified competencies in the areas of grammar, listening comprehension, written expression, vocabulary skills, reading comprehension and conversational fluency. They learned about the cultural background of the local ESL population and the services provided by community agencies. They reviewed, categorized and recommended ESL resources.

In the second workshop, they identified approaches, methods, techniques, procedures and evaluation processes appropriate to effective ESL instruction and correlated them to curriculum objectives. The final workshop was devoted to the design of the Orientation Training Module for new ESL teachers.

PRODUCT DESCRIPTION

Teaching Adult ESL: A Practitioner's Guide is a 112-page manual edited by Pam Mendelsohn and D. Lee Wilson. This guide written by practitioners for practitioners is filled with sage advice gleaned from years of practice in ESL classrooms. It is a *folksy* manual with personal statements of attitudes and philosophy introducing every chapter and influencing the suggestions for classroom management and instruction. There are chapters on cultural differences, getting started, effective teaching strategies and life skills.

The guide offers advice for ABE/ESL supervisors penned from a practitioner's point of view and suggestions for instructors, often written in case history form. There are sample lesson plans, intake and assessment forms, life skills arranged by themes, a resource listing of recommended textbooks for preliterate, beginning, intermediate and advanced learners, a glossary of terms and a bibliography of ESL resources.

FOCUS RATING

This project was rated **Superior** for Innovation and **Superior+** for Effectiveness, Adaptability and Final Report. Focus panel members noted that "although this discourse on teaching ESL may be long to read, it provides us with a clear, commonsense, competency-based curriculum." You may not agree with all the assumptions but you will appreciate the variety of activities included.

ESL TECHNOLOGY USER'S GUIDE—1994

HONORABLE MENTION

Date: 1994
Agency: Northwest Regional Literacy Resource Center, 1701 Broadway, Seattle, WA 98122.
Project Directors: Barbara White & Catherine Cantrell
Contact: Lynne Sampson **Phone:** 206-344-4488

DESCRIPTION OF PROGRAM

The Northwest Regional Literacy Resource Center (NWRLRC) Technology Project, begun in 1982, uses local adult education instructors and their students to evaluate technology for its appropriateness with adult basic skills students. The results of the evaluations are updated regularly and published in an *ESL Technology User's Guide*.

DESCRIPTION OF PRODUCT

This 48-page booklet contains a complete listing of evaluated technology. It includes the following types of technology: software (DOS, Mac and Apple platforms), audio tapes, video tapes, online systems and such miscellaneous products as Language Master and Q-Solutions.

The 40 resources reviewed are classified as to four curriculum areas: Language, Life Skills, Reading and Support (word processing, keyboarding, computer literacy, databases, worksheet generators, electronic online systems and teacher training).

Each material is identified as to publisher, cost, rating, description and strengths and weaknesses. Ratings range from 4.0 (excellent); 3.0 (good); 2.0 (fair) to 1.0 (not recommended). A list of publisher's names, addresses and telephone numbers is supplied for ease in ordering.

The Technology and Software Evaluation Forms included in the guide should be of particular interest to program directors, curriculum specialists and any staff member responsible for selecting software for their program.

*** Focus on the Nation ***

This year the Focus Staff Development Project was funded not only to review and feature Pennsylvania's outstanding 353 projects in *Focus on Networking* Bulletins but to highlight exemplary special projects from other states as well.

Projects recommended by other states were produced within the past three years and address the six topics featured in this year's Bulletins. Of 106 descriptions of exemplary projects submitted by 26 states, 82 were selected for review by the Focus panel. Of these, ten were rated as exemplary and 22 received an Honorable Mention. They are featured in this and forthcoming bulletins.

All projects are rated on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report according to criteria outlined on page 1 of this Bulletin. The highest rating attainable is (5) Excellent, followed by (4) Superior and (3) Good. Projects with an outstanding component or product but less than a Superior score in any category are accorded an Honorable Mention.

AN ADULT ESL CURRICULUM

Date: 1994
Agency: South Carolina Literacy Resource Center, 1722 Main St., #5104, Columbia, SC 29201.
Contact: Dianna Deaderick **Phone:** 803-737-9915

DESCRIPTION OF PRODUCT

This curriculum guide was written by 21 South Carolina adult ESL instructors, participants in a course on adult ESL curriculum design sponsored by the South Carolina Literacy Resource Center. The four-unit *Adult ESL Curriculum* is based on current theories in the fields of adult education and second-language acquisition and is designed to be flexible so that it may be adapted to diverse ESL teaching situations.

The curriculum is arranged in 14 thematic units: Introduction, Community Resources, Culture, Education, Emergencies, Food/Restaurant, Personal Security and Accidents, Health, Personal Information, Recreation and Leisure, Shopping, Transportation, Travel, and Work and Occupations.

Extremely well organized, it includes resource sheets and grids for each unit. The extensive variety of creative activities featured in the guide includes songs, poems, jazz chants, quotations, proverbs, idioms, stories, fables, films, teaching aids and realia. There is also a teacher resource list and a glossary of terms.

While the development of some of the suggested activities will take teacher/tutor thought and time, the sample lesson plans could be easily implemented by any program and are also appropriate for adult beginning readers, life-skills learners and learning-disabled populations.

POLICE, TRAFFIC TICKETS AND YOU

Date: 1994
Agency: Skagit Valley College, 2405 E. College Way, Mount Vernon, WA 98283
Project Directors: Bobbi Lemme and Terri Donovan
Contact: Lynne Sampson **Phone:** 206-344-4488

DESCRIPTION OF PRODUCT

The Police, Traffic Tickets, and You provides a practical basic guide for the high-beginning/low intermediate adult ESL student's journey through the sometimes bewildering, if not frightening, experiences of police stops, traffic ticket responses and courtroom appearances.

The text is cumulative, starting with the police officer's job and continuing to procedures such as a car accident, responding to traffic tickets, attending a hearing and, finally, appropriate behavior when arrested. Although based on Washington traffic laws and procedures, most of the information is applicable to all states.

KEY TO COMMUNITY VOTER INVOLVEMENT PROJECT

Date: 1994
Agency: Center for Civic Literacy, 42 Moody Ct., San Rafael, CA 94901
Contact: Susan Clark **Phone:** 415-454-6500

DESCRIPTION OF THE PRODUCT

The *Easy Reader Voter Guide*, a 16-page summary of California's statewide races and ballot measures, is accompanied by *How to Vote, How to be Heard* and *Make a Difference* workbooks. During 1994, over 250 adults, half of whom were new voters, were reached by some aspect of this core curriculum.

Although the products need to be rewritten for other states, they provide an excellent model with a thorough explanation of how to vote and a great description of process and positions. A teacher's guide would be helpful.

The FOCUS panel consists of:
Rose Brandt, *Mayor's Commission on Literacy, Philadelphia;* **Jane Ditmars**, *Adult Education Consultant, Easton;* **Carol Goertzel**, *Wawa, Inc., Philadelphia;* **Joan Leopold**, *Harrisburg State Hospital;* **Carol Molek**, *TIU Adult Education and Job Training Center, Lewistown and* **Jeff Woodyard**, *Tri-County OIC, Inc., Harrisburg.*

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Special Project

This Issue:
CURRICULUM

FOCUS on NETWORKING

MARCH 1996 VOLUME 10, NUMBER 4

Featured Projects: Project Tune-Up—p.**1** • Development of a Curriculum to Enhance Adult Learners' Higher Order Thinking Skills—p.**2** • Education for Homeless Adults—p.**2** • Health Promotion for Adult Literacy Students—p.**2** • Massachusetts ABE Math Standards Project—p.3 • We Count—p.**3** • Breakthrough TV: Whole Language and Multiple Learning Styles—p.**4** • Mountain Reader–Mountain Science—p.**4** • Career Explorations: Know Your Options—p.**4.**

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

INNOVATION:
- Addresses major priorities.
- Creative use of resources.

EFFECTIVENESS:
- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

ADAPTABILITY:
- Reports and/or curricula are clearly written.
- Little staff training is needed.

FINAL REPORT:
- Complete description of all products included.
- Readable, well-organized and well-presented.

ON A FIVE-POINT SCALE:
5 / Excellent • **4** / Superior • **3** / Good

PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:
- AdvancE
  Pennsylvania Dept. of Education
  333 Market St. 11th Fl.
  Harrisburg, PA 17126-0333
  Phone (from PA): (800) 992-2283
  Out of state: (717) 783-9192
  Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

Sherry Royce
FOCUS Editor
Tana Reiff
FOCUS Format

Project of Special Note

Project Tune-Up

Project #98-5009 **Date:** 1995
Agency: CIU 10 Development Center for Adults, 540 N. Harrison Dr., Pleasant Gap, PA 16824
Project Director: Peggy Keating-Butler
Contact: Edith Gordon **Phone**: 814-359-3069

DESCRIPTION OF PROJECT

This project revised and updated *Project Prepare*, an exemplary curriculum developed in 1988 to assist adult learners to meet entrance level competencies for business school, practical nursing and college placement. Changes in the curriculum and study programs were based on a review of standardized tests used to screen applicants for these vocational areas.

DESCRIPTION OF PRODUCT

The *Tune-Up* manual begins with the following advice to ABLE teachers regarding students' academic levels and the effectiveness of the revised study guides:

> *"Students who score below a 9.5 in reading/language and below 8.0 in math need to study prior to beginning the Tune-Up curricula ... Most students regardless of their math assessment will need some review of fractions, decimals, and percents especially in regard to word problems."*

The six guides included in the manual are: Business School (for aptitude tests), Business School (for basic skills tests), LPN School (PSB Aptitude for practical nursing exam), College Placement and English and Vocabulary guides.

Content specific to Business, LPN and College Placement exams are organized according to test type within the separate study guides. Each guide opens with a complete listing of content areas covered. Content common to other tests are covered in a separate section in the second half of the manual. A comprehensive bibliography lists commercially prepared texts from which materials have been cited or borrowed.

In addition to the simulated exam, The Business School section includes an Aptitude Test that provides math word problem exercises, form perception problems, logic skills, verbal analogies, word meanings, synonyms and antonyms, visual discrimination and idioms.

The PSB Aptitude for Practical Nursing includes math word problems, geometric relationships, spelling of medical terminolgy and a condensed review of anatomy, as well as a section on questions and answers that measure judgment and comprehension in practical nursing situations.

The College Placement guide provides an in-depth review of math and English.

FOCUS RATING

This project was rated **Excellent** for Innovation, **Superior+** for Adaptability and Final Report and **Superior** for Effectiveness. The guide is limited in that programs adapting this project would have to commit to *Number Power* as their basic math text. Nevertheless, this project is an excellent tool for students with specific goals. Very easy to adapt, it is a good example of a fully realized mini-grant.

DEVELOPMENT OF A CURRICULUM TO ENHANCE ADULT LEARNERS' HIGHER ORDER THINKING SKILLS

Project #98-4003 **Date:** 1994
Agency: Institute for the Study of Adult Literacy, Penn State University, 204 Calder Way, Suite 209, University Park, PA 16801
Contact: Priscilla Carman **Phone:** 814-863-3777

DESCRIPTION OF PROJECT

The handbook *Helping Adult Learners Develop their Higher Order Thinking Skills* was based on an extensive review of literature and interviews with teachers to determine students' needs and practitioners' concerns.

The project director delineated three component processes (critical thinking, creative thinking, metacognition) that support higher-order thinking skills and identified numerous techniques used to develop them. She then selected the following techniques for inclusion in the handbook: 1) Socratic questioning, 2) modeling, 3) *bridging* or teaching for transfer, 4) reflection and 5) visualization.

DESCRIPTION OF PRODUCT

Section 1 of the handbook contains background information and teaching techniques for developing higher-order thinking skills. *Section 2* covers resource organizations, supplemental materials and additional readings. *Section 3* includes sample activities that help learners explore and develop their critical thinking, creative thinking and metacognitive abilities. The handbook was designed to be reproduced as is or adapted to meet specific needs. Family literacy or workplace programs can change the activities to address their concerns.

FOCUS RATING

This project was rated **Excellent** for Final Report, **Superior+** for Adaptability and **Superior** for Innovation and Effectiveness. While some explanations seem too long and too abstract, panel members praised this project for building a case for increased staff development in an important and all too often overlooked area of ABLE instruction.

New York Projects of Special Note

EDUCATION FOR HOMELESS ADULTS: STRATEGIES FOR IMPLEMENTATION

Date: 1994
Agency: NYSED/Office of Workforce Preparation and Continuing Education, 307 Education Bldg., Albany NY 12234
Contact: Glenn Schechtman
Phone: 518-474-5808

FOCUS RATING

This guidebook represents the best thinking of New York State's adult literacy teachers and administrators who have had five years of experience working with homeless adults. Co-ranked highest of all the curriculum projects reviewed this month, it received an Excellent for Innovation, Adaptability and Final Report, and a Superior for Effectiveness.

DESCRIPTION OF PRODUCT

Theoretically sound and applicable to everyday practice, this 100-page guide contains a brief introduction followed by two chapters of advice to teachers, a bibliography and sample lessons. *What Do Teachers of the Homeless Need?* covers teacher attitudes, support, staff preparation and staff development.

Strategies to maximize motivation and minimize obstacles are followed by a discussion of student outcomes and classroom preparation. *Getting the Students and Keeping Them* answers these questions: Who are we try to reach? What do we want to tell them? Where can we find them? How do we keep them?

THE SAMPLE LESSONS

The 24 sample lessons are intended to facilitate independent living and self-determination. The first dozen focus on the goals of building self-esteem, interpersonal skills and taking responsibility for oneself. The final 24 lessons address the skills of using resources, setting goals, finding a job and taking responsibility for health and child care.

HEALTH PROMOTION FOR ADULT LITERACY STUDENTS

Date: 1994 **Price** $125
Order from: City School District of Albany, Albany Educational TV, 27 Western Ave., Albany, NY 12203
Contact: Barbara Smith **Phone:** 518-431-4005

DESCRIPTION OF PRODUCT

This straightforward presentation on six health topics, subtitled *An Empowering Approach*, lives up to its name for both students and teachers. The topics covered are exercise, first aid, health-care resources, health insurance, nutrition and sexual abuse. Each topic is a stand-alone instructional unit complete with teacher's guide and student workbook with accompanying audiocassettes.

Lessons focus on outcomes and promote abandoning risky health behaviors in favor of more positive ones. As such, they are designed to assist students to recognize and understand the correlation between their behavior and/or attitudes and their health. Students who wish to work independently can read along with the tapes which follow the workbook but stop at appropriate intervals to allow the student to complete workbook activities.

Each teacher's guide includes background on the topic covered, a glossary, four or five sample lessons and a list of resources to assist in researching the topic. The videotape, *Linking Health and Literacy*, is a staff development tool which introduces the series, demonstrates its use and shares educators' thoughts on health and literacy.

FOCUS RATING

The project was rated Excellent for Final Report, Superior+ for Effectiveness and Adaptability, and Superior for Innovation. Used as a community education project, it could serve as a recruitment instrument for ABLE students.

THE MASSACHUSETTS ABE MATH STANDARDS PROJECT

Date: 1994
Agency: Massachusetts Department of Education, 350 Main St., Malden, MA 02148
Contact: Mary Jane Schmitt **Phone**: 617-770-7412

DESCRIPTION OF PROJECT

This project is a prime example of teacher action research (TAR). A team of 22 ABLE practitioners and staff training specialists developed standards for Massachusetts' math instruction based upon standards set by The National Council of Teachers of Mathematics (NCTM). After modifications to match ABLE environments, they were implemented in actual programs in field-based teacher research situations.

DESCRIPTION OF PRODUCT

In addition to a revised version of the initial standards, the final report includes a companion volume, *Implementing the Massachusetts ABE Standards: Our Stories*. This collaborative journal records the TAR process, documents findings and provides sample teaching strategies.

Practitioner essays are grouped in the following categories:

- Making Mathematical Connections
- Mathematics as Problem Solving
- Mathematics as Reasoning
- Mathematics as Communication
- Assessment

This journal can be read and enjoyed at several levels. Novel approaches to teaching math such as *Quilting in an ABE Math Class* and *Non-traditional Problems* (i.e. logic problems, number puzzles and baseball statistics) can provide a stimulus for enriching classroom activities. But the real value is in each writer's *reflections on practice*, reflections which changed their assumptions and may challenge yours.

FOCUS RATING

This project was rated **Excellent** for Innovation, Effectiveness and Final Report and **Superior** for Adaptation. Although the journal is somewhat disjointed, both the process and the product are excellent and can serve as a model for states and programs interested in initiating teacher action research.

WE COUNT

Date: 1995
Agency: Monroe County Schools, PO Box 330, Union, WV 24983
Contact: Judith Azulay **Phone**: 304-772-3038

DESCRIPTION OF PRODUCT

This project produced a manual to guide teachers in introducing Lotus 1-2-3 to ABE students using population statistics found in *Kids Count*. Used in an ABE/Jobs class, it focuses on math understanding, not computation, and teaches basic skills such as graphs, statistics and data analysis in a non-traditional format.

The project used Lotus 1-2-3 version 4.01 for DOS. With few exceptions all the commands introduced in the manual are operative in earlier versions.

FOCUS RATING

This project was rated **Superior+** for Innovation, **Superior** for Effectiveness and Adaptability and **Good+** for Final Report.

WORK CONNECTIONS

Date: 1995
Agency: Adult Learning Center, City School District of Albany, 27 Western Ave., Albany, NY 12203
Contact: Rose Marie Lamorella **Phone**: 518-462-7292

DESCRIPTION OF PRODUCT

This handbook presents 135 strategies ABE/GED teachers can use to teach basic and expanded basic skills in the occupational areas of health care services, office occupations and optical careers. Each strategy is written to address one of the five areas of competency around which the handbook is organized: 1) listening and speaking, 2) reading, 3) writing, 4) math and 5) expanded basic skills.

The expanded basic skills section addresses:

- manual dexterity,
- reasoning,
- interpersonal skills,
- working as a member of a team,
- using information systems,
- setting priorities,
- personal work skills and behaviors,
- personal and civic responsibility.

Each instructional strategy identifies the related occupation, specific competency addressed, performance-level criteria, objectives for the lesson, recommended number of students, time and materials needed for the lesson.

FOCUS RATING

This project was rated **Exemplary** for Adaptability and Final Report and **Superior** for Innovation and Effectiveness. This would be a good foundation for portfolio-based instruction.

*** Focus on the Nation ***

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Projects recommended by other states were produced within the past three years and address the six topics featured in this year's Bulletins. Of 106 descriptions of exemplary projects submitted by 26 states, 82 were selected for review by the Focus panel. Of these, ten were rated as exemplary and 22 received an Honorable Mention. They are featured in this and forthcoming bulletins.

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BREAKTHROUGH TV: WHOLE LANGUAGE AND MULTIPLE LEARNING STYLES

Date: 1995
Agency: Central Illinois Adult Education Service Center, Curriculum Publications Clearinghouse, 46 Horrabin Hall - WIU, Macomb, IL 61455
Contact: Chris Francisco **Phone:** 309-298-2285

DESCRIPTION OF PRODUCT

The videotapes described below are professional quality, theoretically sound and easy to use for staff development.

Whole Language-A Natural for the Adult Education Classroom Part I (#BITVB 107) and II (#13 ITVI3 110): The first video presents examples of whole language at work in an adult education class. It delves into such issues as the place of phonics in whole language and where to begin if you come from a more traditional literacy background. The follow-up tape discusses using whole language in multilevel classrooms and in English as a Second Language classrooms. There is an excellent clarification of how whole language fits specific situations.

Multiple Learning Styles: A Conversation with David Lazear (#3ITVI3 115): This video presents ideas about how to make learning relevant and interesting for students of any and all learning styles.

Using Dr. Howard Gardner's seven intelligences concept, Lazear discusses teacher strategies for the adult education classroom. Nothing particularly new if you have read on multiple intelligences but it is well presented with interesting applications.

MOUNTAIN READER MOUNTAIN SCIENCE

Date: 1995
Agency: Sequatchie County Board of Education, ABE, PO Box 488, Dunlap, TN 37327
Contact: Susan Greer **Phone:** 423-949-5307

DESCRIPTION OF PRODUCT

First produced for ABE students in 1984, Carol Kimmons' professional revision of the popular *Mountain Reader* and *Mountain Science* books provides adult learners and practitioners with interesting culturally-based stories of rural life in Tennessee.

Reading levels for the *Mountain Reader* range from primer through fourth grade. The book is printed in large type and the stories in Part I have a controlled vocabulary based on the Fry Graph for Estimating Readability and the Dolch Word List. Designed to be used as supplemental reading, many of the stories provide specific information such as how to use a laundromat and how to fill out a job application.

Mountain Science provides information on science, technology and the environment. Reading levels range from primer to sixth grade. Though quite Tennessee-specific, both books would be of interest to students in other parts of the country.

CAREER EXPLORATIONS: KNOW YOUR OPTIONS

Project #98-5002 **Date:** 1995
Agency: TIU Adult Education and Job Training Center, 1 Belle Ave., MCIDC Plaza, Bldg. 58, Lewistown, PA 17044
Project Director: Allison L. Fisher
Contact: Carol Molek **Phone:** 717-248-4942

DESCRIPTION OF PRODUCT

The detailed curriculum, based on student and staff needs assessments, provides teachers and counselors with a step-by-step process for dealing with students in a job-exploration program. Although the reading level is high for some students, much of the material produced is adaptable. The worksheets, handouts and evaluation tools will help other providers who might wish to implement this project.

The FOCUS panel consists of:
Rose Brandt, *Mayor's Commission on Literacy, Philadelphia;* **Jane Ditmars**, *Adult Education Consultant, Easton;* **Carol Goertzel**, *Wawa, Inc., Philadelphia;* **Joan Leopold**, *Harrisburg State Hospital;* **Carol Molek**, *TIU Adult Education and Job Training Center, Lewistown and* **Jeff Woodyard**, *Tri-County OIC, Inc., Harrisburg.*

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Special Project

This Issue:
SPECIAL POPULATIONS

FOCUS on NETWORKING

APRIL 1996 VOLUME 10, NUMBER 5

Featured Projects: Curriculum for Learners with Developmental Disabilities—p.1 • Filling the Gap: A Manual for Integrating the Deaf Adult into ABE Classes—p.2 • The Competitive Edge—p.2 • Ideabook for Teachers of Adults with Special Needs—p.3 • We're Sold: Strategies for Overcoming Learning Differences—p.3 • Retaining the Learning Disabled Adult—p.3 • Focus on the Nation—p.3 • Impact of ADA Video—p.4 • SCANS Project for Incarcerated Adults—p.4 • A Volunteer Literacy Tutor Training Model—p.4

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

INNOVATION:
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- Creative use of resources.

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- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

ADAPTABILITY:
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- Little staff training is needed.

FINAL REPORT:
- Complete description of all products included.
- Readable, well-organized and well-presented.

ON A FIVE-POINT SCALE:
5 / Excellent • **4** / Superior • **3** / Good

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- AdvancE
  Pennsylvania Dept. of Education
  333 Market St. 11th Fl.
  Harrisburg, PA 17126-0333
  Phone (from PA): (800) 992-2283
  Out of state: (717) 783-9192
  Fax: (717) 783-5420

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- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

Sherry Royce
FOCUS Editor
Tana Reiff
FOCUS Format

Project of Special Note

Curriculum for Learners with Developmental Disabilities

Project #98-4015 **Date:** 1994
Agency: Mid-State Literacy Council, 204 Calder Way, Ste. 306, State College, PA 16801
Project Director: Shelby McClintock
Contact: Monica Kindig **Phone**: 814-238-1809

DESCRIPTION OF PROJECT

As the Mid-State Literacy Council increased services to adult learners with developmental disabilities, the staff realized that many of their volunteer tutors felt unable to cope with this population for a variety of reasons. When research revealed a serious lack of materials for tutors working in this area, project staff developed a tutor-trainer guide and life skills curriculum whose message was:

Learners with special needs are not scary, they can learn, and volunteers can cope and are qualified to help these adults learn.

Four training sessions were provided to test this curriculum with 20 volunteer tutors who were currently matched with special needs learners. During the sessions, tutors shared their successful strategies and these, in turn, provided the foundations for the *Idea Book for Volunteer Tutors*. The project's final report, trainer handbook and idea book represent a collection of research, experience and advice.

DESCRIPTION OF PRODUCT

The *Special Needs Training Trainer Handbook* introduces readers to the philosophy of providing ABLE services to *all adults* and includes an outline of the volunteer tutor interview and an overview of the training process.

Three different agendas for presenting a Special Needs Training Workshop are followed by discussion questions. Exercises designed to address sensitivity and frustration precede activities to help tutors understand what it is like to have physical impairments and/or learning disabilities in the areas of vision, hearing and motor skills. Resources include a bibliography, training videos and suggestions on how to best use *The Idea Book*.

The seven categories in *The Idea Book* are pre-reading, reading, writing, speaking and listening, math, measurement and money, self esteem and life skills. Each category has its own section with instructional strategies and activities that pertain to its topic. There are also suggestions on how to modify these activities to make them more or less difficult.

FOCUS RATING

This project was rated **Excellent** for Final Report, **Superior+** for Innovation and **Superior** for Effectiveness and Adaptability. The panel commented that this project is equally important for tutors and students. They praised the production of separate manuals for tutor and trainer and commended its useful hands-on approach to teaching adults with developmental disabilities. Both the trainer handbook and the tutor's idea book are easily adaptable for all adult learners.

FILLING THE GAP: A MANUAL FOR INTEGRATING THE DEAF ADULT INTO ABE CLASSES

Date: 1994
Agency: Columbus Speech and Hearing Center, 4110 N. High St., Columbus, OH 43214
Contact: JoAnne Shannon **Phone:** 614-263-5151

DESCRIPTION OF PRODUCT

This project developed a manual and resource guide with accompanying videotapes designed to facilitate access to ABLE classes for adults who are deaf or hard of hearing. While the units are not designed for the students to use independently, the emphasis for both students and teachers is on promoting learner independence and vocational success.

The manual consists of the following units: 1) Problem Solving, 2) Work Ethics/How to Success at Work, 3) Time Management, 4) Living on Your Own, 5) Legal and Consumer Issues, 6) Cooking and 7) English/Writing. Each unit is preceded by specific notes for instruction and followed by a glossary of terms. Videotapes accompany five of the seven units.

The language used in the lessons may not be grammatically correct in either English or American Sign Language. It is, however, written so that most deaf ABLE students can more easily understand and use the materials. Instructors are encouraged to supplement the lessons with guest speakers, tours and additional activities that stress visual and hands-on learning experiences.

FOCUS RATING

This project was rated **Excellent** for Innovation, **Superior+** for Effectiveness and Final Report and **Superior** for Adaptability. Panel members praised it for its overview of deafness and its effectiveness in integrating deaf learners into ABLE classes. Its recommendation that a certified sign language interpreter be present in the classroom is not always possible. This project contains universal information and is not just for the deaf.

Texas Project of Special Note

THE COMPETITIVE EDGE
Sharpening Your Skills in the Workplace

Date: 1993
Agency: The University of Texas at Austin, Extension Instruction and Materials Center, Austin, TX 78713-7218
Project Coordinator: Elaine Shelton
Contact: Dr. Judy Askcroft
Phone: 512-471-7716

DESCRIPTION OF PROJECT

This project is the final product of a National Workplace Education grant from USDOE to the University of Texas at Austin in cooperation with its business partner, the Austin/Travis County Private Industry Council (PIC). The federal mandate was to develop new instructional materials that would shed light on what skills enhancement products and processes are most effective in a workplace setting. During the course of 21 months, staff from the University's Extension Instruction and Materials Center and the PIC developed and field-tested a math and communication curriculum while providing skills-enhancement services to production line employees at Texas Instruments, IBM, and Hart graphics, a large printing company.

DESCRIPTION OF PRODUCT

The Administrator's Guide **provides a detailed explanation of what was done, when it was done and how it might have been done better. As such, it can stand alone as a detailed step-by-step description of how to plan and carry out a workplace skills-enhancement program.**

The other four books that comprise the package were designed to enhance the intermediate-level skills of workers so that they could keep up with changing technology and the ever changing workplace. They address *Math: Student Edition* and *Instructor's Guide* and *Communications: Student Edition* and *Instructor's Guide.*

Both the math and communications books are separated into modules. Module 1, Refresher Math, covers fractions and decimals. Module 2 addresses word problems, estimating and averaging, working with ratio and proportions, converting fractions and decimals into percents and solving percent problems.

The communications book is divided into three modules: 1) Accessing Information Through Reading; 2) Decision Making, Problem Solving and Team Building and 3) Oral and Written Communications. There is also a lesson supplement which include reviews of language mechanics and usage.

LESSON DESIGN

The lessons were designed using a functional workplace context by observing how workers actually use skills. This process included job task analyses and interviewing workers, supervisors and training managers.

The lessons in each section build on one another and are designed to be taught as a unit. Among the sections included in the lessons are: the learning process, an introduction restating the objective and relating it to the workplace, vocabulary, practice problems, concepts and skills, extra practice activities, mastery checks and suggestions for further discussion or practice.

FOCUS RATING

The project was rated Excellent for Final Report and Superior for Innovation, Effectiveness and Adaptability. The panel noted that the materials in this very professional package were all field-tested. While some of the information has been available for some time, its step-by-step method of assessing workplace needs and its functional instructional approach is noteworthy.

IDEA BOOK FOR TEACHERS OF ADULTS WITH SPECIAL NEEDS

Date: 1993
Agency: University of New Mexico ABE Project, Mesa Vista Hall, Room 4016, Albuquerque, NM 87131
Contact: Michaele O'Conlin **Phone:** 505-277-5259

DESCRIPTION OF PRODUCT

This Idea Book is designed to answer frequently asked questions about adults with special learning needs and provide teaching suggestions, access to strategies for best practice and additional resources for practitioners working in adult education classes with this population.

The Introduction presents the principles of quality education programs that address special learner's needs and adult educators' role in the classroom.

Legal Issues contains a fact sheet on the Americans with Disabilities Act and answers questions about the educational institution's legal requirements.

Learning Disabilities presents different types of learning and processing problems and practical tips for addressing them.

Other Special Needs discusses adults with cognitive, physical, sensory and emotional disabilities, their needs, and presents teaching tips and accommodations.

Technology Related Assistance offers an overview of the various technologies available and the academic areas impacted.

The ABE Setting describes the impact of the typical self-paced, self-directed ABE environment on adults with special needs.

The *Resources* section provides names and addresses of government and non-government agencies that can answer questions pertaining to employment, public accommodations, rehabilitation and independent living services.

WE'RE SOLD: STRATEGIES FOR OVERCOMING LEARNING DIFFERENCES

Date: 1994
Agency: Pinellas County Schools Adult and Community Education, 301 Fourth St., SW, Largo, FL 34649
Contact: Rory Morris-Richardson **Phone:** 813-469-4290

DESCRIPTION OF PROJECT

This project provided a comprehensive 18-hour training program and follow-up services for administrators, teachers and tutors working with adults with learning disabilities. In the course of providing this training, project staff developed a workshop facilitator's manual. This manual provides adult educators with step-by-step instructions and all the materials needed to duplicate the three six-hour training sessions.

RETAINING THE LEARNING DISABLED ADULT

Date: 1995
Agency: Frederick County Public Schools Adult Education Dept., 9103 Opossumtown Pike, Frederick, MD 21701
Project Director: Diane Hawkins
Contact: Richard Ramsburg **Phone:** 301-694-1829

DESCRIPTION OF PRODUCT

This handbook is designed to address teachers' most common questions about learning disabilities and their role in teaching adults with special needs. Section I defines learning disabilities by describing traits shared by adults with special needs.

Section II focuses on the identification of students with LD characteristics and details the eight categories into which learning disabilities are divided: academics, speech/language, motor skills, organization, general behavior, social skills and emotions.

Section III provides information on how to contact experienced health professionals to secure a formal diagnosis. Informal learning modality assessments suitable for reproduction are provided.

In Section IV, a list of practical strategies for teaching special-needs adults is followed by specific suggestions addressing self-esteem, planning programs, devising and implementing individualized learning plans and helping students "learn how to learn." Sample learning strategies are preceded by teaching guidelines.

Strategies presented include SQ3R (survey, question, read, recite and review), independent comprehension techniques, ready reading reference, graphic organizers, listening, job outline, retrieval and word problem solving.

An annotated bibliography lists 50 documents, journal articles and books pertaining to learning disabilities as they relate to ABE students. There is also a glossary and a list of organizations and agencies to contact for information on adults with special needs.

★★★ Focus on the Nation ★★★

This year the Focus Staff Development Project was funded not only to review and feature Pennsylvania's outstanding 353 projects in *Focus on Networking* Bulletins but to highlight exemplary special projects from other states as well.

Projects recommended by other states were produced within the past three years and address the six topics featured in this year's Bulletins. Of 106 descriptions of exemplary projects submitted by 26 states, 82 were selected for review by the Focus panel. Of these, ten were rated as exemplary and 22 received an Honorable Mention. They are featured in this and forthcoming bulletins.

All projects are rated on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report according to criteria outlined on page 1 of this Bulletin. The highest rating attainable is (5) Excellent, followed by (4) Superior and (3) Good. Projects with an outstanding component or product but less than a Superior score in any category are accorded an Honorable Mention.

BREAKTHROUGH TV: IMPACT OF ADA VIDEO

HONORABLE MENTION

Date: 1995
Agency: Central Illinois Adult Education Service Center, Curriculum Publications Clearinghouse, 46 Horrabin Hall - WIU, Macomb, IL 61455
Contact: Chris Francisco **Phone:** 309-298-2285

DESCRIPTION OF PRODUCT

The project produced a video, "Impact of the Americans With Disabilities Act on Adult Education—Policy and Practice" (Item #BITVB 105).

The ADA is considered by many to be the most significant civil rights act since the '60s. In this video, the ADA is introduced, examined and discussed by a panel of authorities representing legal, social, and educational services. The video is very suitable for administrators, instructors, counselors and students seeking an understanding of this law.

SCANS PROJECT FOR INCARCERATED ADULTS

HONORABLE MENTION

Date: 1995
Agency: Blackhawk Technical College System, 6004 Prairie Rd., Janesville, WI 53547
Contact: Cindy Bagley **Phone:** 608-756-4464

DESCRIPTION OF PROGRAM

SCANS 5.09 is an alternative high school diploma program for incarcerated adults that embraces essential work competencies and foundation skills as defined by the *Secretary's Commission on Achieving Necessary Skills* (U.S. Dept. of Labor). Diplomas are granted by the Wisconsin Department of Public Instruction.

This program includes treatment counseling for correction and elimination of chemical dependency and criminal thinking as an integral part of the education process. Instruction in basic skills, life-work, vocational training and parenting education are components of SCANS.

DESCRIPTION OF PRODUCT

The SCANS report includes a description of the program's intent, rationale and entrance requirements. It outlines program methodology and program evaluation.

A matrix of academic competencies is followed by a list of references and materials. Of particular interest is the portfolio content checklist, the SCANS competencies, the foundations skills codes and checklists and the vocational/life work components.

Much of this material can be replicated and used by literacy providers who work with this special population and the general adult literacy population.

VOLUNTEER LITERACY TUTOR TRAINING MODEL FOR TEACHING ADULTS WITH OR WITHOUT LEARNING DISABILITIES

Project #99-5022 **Date:** 1995
Agency: YWCA Adult Literacy Center, 315 King St., Pottstown, PA 19464
Contact: Kelly Jones **Phone:** 610-323-1888

DESCRIPTION OF PROJECT

Project staff conducted a thorough needs assessment of previously trained tutors in order to establish a list of training objectives that would include tutoring adults with learning disabilities. After a careful review of existing adult literacy materials, they turned to instructional materials specifically developed for individuals with learning disabilities.

These materials were then repackaged as a handbook and added to the tutor-training outline. Based on comments from tutors and learners at four tutor-training workshops, the handbook and tutor outline were revised. In addition, a cassette was produced to reinforce the training.

The finished product contains a detailed teacher's guide with a list of the commercial materials used and excellent tasks for adult students. It proves that the wheel does not have to be reinvented—merely realigned.

The FOCUS panel consists of:
Rose Brandt, *Mayor's Commission on Literacy, Philadelphia;* **Jane Ditmars**, *Adult Education Consultant, Easton;* **Carol Goertzel**, *Wawa, Inc., Philadelphia;* **Joan Leopold**, *Harrisburg State Hospital;* **Carol Molek**, *TIU Adult Education and Job Training Center, Lewistown and* **Jeff Woodyard**, *Tri-County OIC, Inc., Harrisburg.*

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PENNSYLVANIA DEPARTMENT OF EDUCATION
Special Project

This Issue:
STAFF DEVELOPMENT

FOCUS on NETWORKING

MAY 1996 VOLUME 10, NUMBER 6

Featured Projects: Pennsylvania Staff Handbook and ABLE Staff Competencies—p.**1** • Project Staff: Systematic Training Approach for the Future—p.**2** • Honoring Diversity: A Multidimensional Learning Model for Adults—p.**2** • TALKit to Live It—p.**3** • Tutor Trainer's Manual—p.**3** • Reader Survey form for FOCUS 1995-96—p.**3** • Enhancing Quality in ABLE Through Small Group Training—p.**3** • Portfolio Assessment—p.**4** • National Education Goal #6: Marketing the Goal—p.**4** • Collective Wisdom—p.**4**

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

INNOVATION:
- Addresses major priorities.
- Creative use of resources.

EFFECTIVENESS:
- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

ADAPTABILITY:
- Reports and/or curricula are clearly written.
- Little staff training is needed.

FINAL REPORT:
- Complete description of all products included.
- Readable, well-organized and well-presented.

ON A FIVE-POINT SCALE:
5 / Excellent • **4** / Superior • **3** / Good

PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:

AdvancE
Pennsylvania Dept. of Education
333 Market St. 11th Fl.
Harrisburg, PA 17126-0333
Phone (from PA): (800) 992-2283
Out of state: (717) 783-9192
Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

Sherry Royce
FOCUS Editor

Tana Reiff
FOCUS Format

Project of Special Note

Pennsylvania Staff Handbook and ABLE Staff Competencies

Project #99-5030 **Date:** 1995
Agency: New Educational Projects, P.O. Box 182, Lancaster, PA 17608-0182
Contact: Tana Reiff **Phone:** 717-299-8912

DESCRIPTION OF PROJECT

Two distinctly different staff development products were funded under this project: 1) The 1995 Staff Handbook and 2) a research project that addressed the development of a competency-based staff development program.

The Staff Handbook

The Handbook, which has been updated every three years since 1989, was treated this year to a searching analysis by a focus group of ABLE practitioners. They were involved in identifying appropriate topics, suggesting authors and reviewing the final product. The resulting 64-page guide is sufficiently user-friendly for ABLE novices and informative enough for experienced professionals.

It includes 55 articles written by 44 authors, a glossary and a list of publishers of ABLE curriculum materials. These articles are classified in the following categories:

- A Background for The Adult Educator
- Understanding the Adult Learner
- Intake and Assessment
- Teaching Adults
- Supplemental Activities
- Professional Development and Support
- Resources and Directories

Evaluation revealed a 3%+ higher rating for the 1995 Handbook over the previous edition.

ABLE Staff Competencies

This 50-page white paper identifies and summarizes ABE staff competency studies in the literature of adult education and reviews several nationally known ABLE staff development programs, although these were not competency-based to any extent.

It describes the mainly classroom-based Adult Basic Skills Instructor Program conducted in North Carolina between 1988-90. This series of institutes was based on a group review of competency statements in the literature which were then developed into a *"non-redundant compendium of competencies."*

The study notes that neither the contemporary lists of competencies nor the programs examined meet Pennsylvania's current staff development needs. It then identifies the following four categories under which it suggests measurable competencies: 1) adult learning in the context of educational program and the community; 2) assessment of learner needs and of progress toward goals; 3) curriculum and materials in content areas and 4) instructional process and practice.

FOCUS RATING

This project was rated **Excellent** across the board. Both the handbook and the competencies study are thoroughly professional and contain information that has value for all practitioners in Pennsylvania and can serve as a resource and a model for other states as well.

PROJECT STAFF: SYSTEMATIC TRAINING APPROACH FOR THE FUTURE

Date: 1994
Agency: Center for Adult Education and Literacy, 1049 US 127 South, Annex 3 and 4, Frankfort, KY 40601.
Contact: Sandra S. Kestner **Phone:** 502-564-6624

DESCRIPTION OF PROJECT

An 18-page booklet succinctly details the Kentucky Department of Adult Education and Literacy's new professional development philosophy and long-range staff development system through the efforts of a committee of 16 adult educators and five state central office staff. The practitioners included teachers, program administrators, coordinators, paraprofessionals, volunteers, business and industry training professionals and university faculty.

The report lists mission and core values, goals and key strategies, methods of staff development and recommendations for the future. Of particular interest are the grouping and variety of approaches to staff development recommended:

Group-Guided Staff Development includes study groups, focus groups, teacher networks.

Individually Guided Staff Development features action research and inquiry.

Observation and Feedback takes in mentoring, peer observation/coaching and program exchanges.

Training is defined as new staff orientation, workshops, classes, institutes, conferences and follow-up training.

Technology ranks first among the designated training tools, followed closely by incentive grants to programs and peer training by practitioners.

The report notes that "an unexpected by-product of the project" was the enthusiasm of Kentucky's "adult education practitioners who are beginning to believe their concerns are being recognized and responded to."

California Project of Special Note

HONORING DIVERSITY
A Multidimensional Learning Model for Adults

Date: 1994
Agency: South San Francisco Public Library, Project Read, 840 West Orange Ave., South San Francisco, CA 94080
Contact: Leslie Shelton **Phone:** 415-877-5329

PROJECT HISTORY

Honoring Diversity materials are based on the core theory of "multiple intelligences." Tutors are trained to recognize learners' strengths and understand how each learner uses his or her intelligences to learn. These materials were pilot-tested and refined in California in 1991.

Since then, they have been used to train 250 adult literacy practitioners throughout California and 350 educators in the states of Michigan, Indiana and Pennsylvania. In 1994, the Training Guide for tutor trainers was written and field-tested and a set of 100 Parent Teaching Cards was developed and tested.

PRODUCT DESCRIPTION

The *Honoring Diversity Tool Kit* includes a 60-page spiral-bound book, 100 multisensory strategy idea cards and an accelerated learning style audio tape. These cards are organized into nine sections that include lesson plan preparation, games and activities, multisensory approaches to spelling, writing and composition and teaching strategies for each area covered by the GED test. There are also suggestions for using the computer to involve a variety of learning styles in tutoring and tips on how to be constructive and supportive when dealing with errors.

The *Training Activities Guide* can be used on its own or integrated into the design of tutor training workshops. Activities described include creating multisensory name tags, writing to engage the self and social intelligences; the power of poetry and using music and active imagining. The guide lists time, purpose, materials needed, objectives and steps to be followed for each activity. The bibliography notes resources for audio tapes, games, integrative learning, new reader publications, reading and writing books, teaching tips and theory.

The guide also includes a detailed outline of Project Read tutor training sessions. Session 1 offers an overview of the training and introduces participants to literacy and adult learners. Session 2 addresses supports and barriers to learning and focuses on reading. Session 3 broadens the scope to include the whole family, goal-directed learning and language skills practice. Session 4 covers comprehension, writing, lesson planning and evaluation. Session 5 provides a review of core concepts, learners' goals and challenges in tutoring.

PARENT TEACHING CARDS

A parallel set of parent teaching cards was developed in 1994 for adult learners who are parents. These cards follow a developmental theme, describing how each of the seven intelligences may develop in a child between birth and age six. They suggest activities parents can use to encourage each intelligence at each age level. They provide tips for getting a child ready to learn in kindergarten, helping a child in school, talking to the teacher and activities for working with spelling, writing and vocabulary skill building.

FOCUS RATING

This project was rated Excellent for Innovation, Effectiveness and Final Report and Superior+ for Adaptability. Research-based and field-tested, the guide is conceptually excellent and user-friendly. While it is very time-consuming to implement the entire training program, it can easily and effectively be separated into its parts.

TALKIT TO LIVE IT

Date: 1993
Agency: The University of New Mexico ABE Project, Mesa Vista Hall, Room 4016, Albuquerque, NM 87103
Author: Rachel Martin
Contact: Michaele O'Conlin **Phone:** 505-277-5259

DESCRIPTION OF PRODUCT

The Teaching Adult Learners Kit (TALKit) provides staff development facilitators with a series of structured workshop activities that are designed to help teachers build a "working" philosophy for adult education. *TALKit* is designed to:

1. Encourage participants to articulate their assumptions regarding adult learners and adult education, examine their sources, challenge previous beliefs and recreate ideas and relationships in the process.
2. Prepare teachers to respond to offensive remarks expressed in the classroom regarding gender, race, ethnicity, class, language, age, or sexual preference.
3. Consider ways in which classism, racism and sometimes sexism are structured into the field of adult education reflecting their existence in the larger world.
4. Demonstrate ways teachers can use conflict to their advantage when it arises in the classroom.

Blackline masters for transparencies and handouts and other supplementary materials are included for each activity.

AN ADULT LEARNING APPROACH

TALKit is an exciting approach to staff development because it demonstrates adult learning theory in practice. Teachers experience a variety of learning situations including individual reflection and writing, small group work, group discussion, presentations to other learners and peer learning.

FOCUS RATING

The project was rated **Excellent** for Final Report, **Superior+** for Innovation, and Adaptability and **Superior** for Effectiveness. This progressive multicultural model of staff development is truly noteworthy.

TUTOR TRAINER'S MANUAL

Project # 99-5024 **Date:** 1995
Agency: Crawford County Literacy Council, Inc. 966 ½ Park Ave., Meadville, PA 16335
Contact: Jane Martin **Phone:** 814-337-7323

DESCRIPTION OF PRODUCT

This manual reflects current teaching practices of Project READ, a 13-year-old LVA-affiliated literacy council in rural Pennsylvania. It contains 16 units that range from an introduction to problems of illiteracy and learning styles to techniques for teaching decoding, vocabulary development, comprehension and whole language/language experience.

There are also several sections devoted to program management, such as procedures for matching, lesson planning and monthly reports. Activities to be used by tutors and recommendations for tutor trainers are included.

FOCUS RATING

This project was rated **Superior+** across the board. While it could use more information on learning styles, it contains creative activities, detailed plans and sensitization exercises. It was field-tested successfully and can be used by many literacy programs for expanding training, follow-up or focus groups.

ENHANCING QUALITY IN ABLE THROUGH SMALL GROUP TRAINING

HONORABLE MENTION

Date: 1993
Agency: Center on Education and Training for Employment, Ohio State University, 1900 Kenny Rd., Columbus, OH 43210
Contact: Susan Imel **Phone:** 800-848-4815

DESCRIPTION OF PRODUCT

For many teachers and programs making the change to small-group learning requires a shift in attitudes as well as activities. *More than the Sum of the Parts* is an 85-page guide designed to assist ABLE practitioners to implement a small-group learning approach.

Chapter 1 provides a rationale for small-group learning, pointing out its advantages and disadvantages for learners, instructors and administrators. Chapter 2 discusses the changed roles of teachers as facilitators.

To prepare learners for small-group instruction, Chapter 3 suggests activities such as *"getting acquainted"* icebreakers and identifying *"inner networks."* Chapter 4 details literacy and numeracy skills activities while Chapter 5 explores the process of involving learners in generating materials based upon life experiences.

The last two chapters and the appendices address staff development training and resources that support small group learning. There is also an annotated bibliography.

★★★ READER SURVEY FORM for FOCUS 1995-96 ★★★

This year FOCUS has provided its readers with descriptions and ratings of 52 exemplary projects from 16 states. Focus bulletins published in 1995-96 addressed research, promising practices, innovative curricula and staff development in the field of adult basic and literacy education. The specific areas featured in the six Focus bulletins were Technology, Family Literacy, English as a Second Language, Curriculum, Special Populations and Staff Development. The time has now come for Focus readers to join in the process and rate our efforts.

ALL READERS: Please take a few minutes to complete the Reader Survey Form enclosed with this issue of FOCUS and return it by June 3, 1996 to Dr. Sherry Royce, Focus Editor, 1938 Crooked Oak Drive, Lancaster, PA 17601. Forms may also be faxed to 717-560-9903. OUT-OF-STATE READERS: To remain on the Focus mailing list, please include your name and mailing address in the comments section of the Reader Survey Form or mail/fax a separate request.

PORTFOLIO ASSESSMENT

Project #99-5018 **Date:** 1995
Agency: TIU Adult Education and Job Training Center, MCIDC Plaza, Bldg. #58, Lewistown, PA 17044
Coordinator: Brian D. Frey
Contact: Carol Molek **Phone:** 717-248-4942

DESCRIPTION OF PROJECT

This project developed and tested a portfolio assessment system as a method and means of documenting skills achieved by students and measured by both students and instructors. Along with research into portfolio assessment structure, consultation meetings were held with ABE/GED staff and students. A total of 35 students in three classes took part in developing and evaluating the project.

Existing curriculum was analyzed to determine anticipated learning outcomes and these outcomes were translated into the general and specific learning objectives that formed the basis for a checklist system of competency, skill and aptitude checklist of TIU programs. The competencies were then reviewed and adapted to student language.

Instructors were trained to implement these procedures in GED, ABE Lifeskills, Family Literacy and CAI independent study classes. Evaluation criteria were developed for the portfolios and used to document student achievements.

PROJECT RESULTS

In addition to increases in student knowledge documented through the use of the checklist system, this project enhanced student motivation and retention. *Students enjoyed using the system because they could readily see results of learning.* It is also expensive in regard to staff time and may be viewed by instructors as too difficult, time-consuming and even threatening by virtue of its turning their classroom into a truly learner-centered environment.

NATIONAL EDUCATION GOAL #6: MARKETING THE GOAL

Project # 99-5019 **Date:** 1995
Agency: TIU Adult Education and Job Training Center, MCIDC Plaza, Bldg. #58, Lewistown, PA 17044
Contact: Carol Molek **Phone:** 717-248-4942

DESCRIPTION OF PROJECT

This project initiated and implemented locally developed strategic planning to address National Goal #6, which states:

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

The final report details how the project drew together resources in the community and created a better atmosphere for recruitment of students and delivery of services. While results exceeded all objectives, so too did the demands on staff time, which exceeded grant monies funded to deliver the program.

COLLECTIVE WISDOM

Date: 1995
Agency: The Literacy Initiative, 99 N. Front St., Room 4, Columbus, OH 43215
Contact: Rick McIntosh **Phone:** 614-645-7862

DESCRIPTION OF PROJECT

This statewide peer training initiative helped 13 programs in Ohio replicate and/or personalize the intake and assessment process for special-needs adults. A learning disabilities handbook was developed and training was provided to staff and volunteers on teaching accommodations and strategies.

Populations targeted by participating programs included adults reading below fourth-grade level, learning-disabled JOBS clients, incarcerated males, community housing project residents, and participants in workplace literacy, vocational education and community college developmental education programs. The final report provides an overview of the program and an outline of the training sessions.

The FOCUS panel consists of:
Rose Brandt, *Mayor's Commission on Literacy, Philadelphia;* **Jane Ditmars**, *Adult Education Consultant, Easton;* **Carol Goertzel**, *Wawa, Inc., Philadelphia;* **Joan Leopold**, *Harrisburg State Hospital;* **Carol Molek**, *TIU Adult Education and Job Training Center, Lewistown and* **Jeff Woodyard**, *Tri-County OIC, Inc., Harrisburg.*

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